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ABSTRACT

The primary purpose of this manual is the provision of instructions to district supervisors and exercise administrators regarding the fieldwork associated with the National Assessment of Educational Progress (NAEP) study. The study was designed to collect and disseminate data on the educational attainments of the nation's youth and to track any growth or decline in these. Background information on the NAEP and associated agencies constitutes the introduction. The fourteen chapters, with numerous subsections each detailing step-by-step procedural instructions, are divided into two domains: chapters I-V outline the Exercise Administrator's tasks and responsibilities, and chapters VI-XIV document the District Supervisor's Responsibilities. The section on the Exercise Administrator presents specific instructions regarding the preparation and administration of test packages. On the other hand, the section intended for District Supervisors recommends: Strategies for making initial contacts and arranging introductory meetings with school officials; staff recruitment and training; student sample selection; planning, conducting and scheduling assessment. The document illustrated throughout with sample letters and telephone dialogues, report forms and charts. Primary type of information provided by report: Procedures (Field Administration). (AEF)

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS DS TRAINING MANUAL YEAR 11

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No. 11-DS-45

July 1979

TM 810 563

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

NATIONAL ASSESSMENT ADMINISTRATION CENTER

July 1979

Greetings!

The National Assessment of Educational Progress is designed to survey the knowledge, skills, understandings and attitudes of certain groups of young Americans. Its two major goals are (1) to make available the first comprehensive data on the educational attainments of the nation's youth, and (2) to measure any growth or decline which takes place in selected aspects of the educational attainments of young Americans in certain subject areas.

National Assessment, like all surveys, cannot be successful unless the data collection activities are conducted in an impeccable manner. As a District Supervisor, you will have a significant role in insuring that the data collected are of the highest quality.

This manual is designed to provide you with background information on National Assessment, guidance on field procedures, and instructions on conducting administrative procedures. We trust that its contents will be adequate for your needs. Should you find that you need additional information, please do not hesitate to contact your immediate supervisor.

We are glad to have you with us for Year 11, and hope you will find the work interesting and challenging.

Sincerely,

James R. Chromy

James R. Chromy, Ph.D.
RTI Project Director

JRC:bkp

(919) 541-6900 FROM RALEIGH, DURHAM AND CHAPEL HILL

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Year 11

August 1979 - May 1980

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SUMMARY OF TASKS

EXERCISE ADMINISTRATOR

1. Study this manual! Use it as an information source for all tasks assigned to you during assessment.

2. Meet your District Supervisor at the date, time, and place agreed upon.

3. Assist your District Supervisor in the sample selection and scheduling of students who should participate in assessment.

4. Review your plan for exercise administration.

5. Collect all materials needed and prepare the room for exercise administration.

6. Administer exercise packages following instructions outlined in Chapter III of this manual and in the Administrative Instructions Manual.

7. After exercise administration, code all completed packages according to instructions given in Chapter IV of this manual.

8. At the end of each day, check over all materials checked out to you and store them according to a plan worked out with your District Supervisor.

9. After completing all tasks assigned to you, complete your Production, Time, and Expense Record and return all National Assessment materials to your District Supervisor.

REMEMBER THAT YOU ARE RESPONSIBLE FOR ALL NATIONAL ASSESSMENT MATERIALS AND THAT YOU MUST PROTECT THE CONFIDENTIALITY OF THE STUDY DATA AT ALL TIMES!

I. INTRODUCTION

A. Research Triangle Institute (RTI)

Research Triangle Institute is a not-for-profit, scientific research organization established by the three major universities of North Carolina's Research Triangle area--Duke University in Durham, the University of North Carolina at Chapel Hill, and North Carolina State University at Raleigh. The Institute performs research assignments under contract with federal, state, and local government departments, regional organizations, foundations, public service agencies, and industrial clients ranging from small companies to national corporations. RTI owns and occupies ten well-equipped office and laboratory buildings on a 180-acre campus in Research Triangle Park and employs a permanent, full-time staff of approximately 1,000. The Institute serves as the sampling and administration contractor for the National Assessment of Educational Progress and is responsible for the selection of a nationwide sample of schools and students for the assessment and for the national data collection activities.

RTI

B. Measurement Research Center (MRC)

Measurement Research Center, Inc. was established in 1953 as a not-for-profit University of Iowa-based organization. It was an off-spring of the pioneer Iowa Testing Program. MRC is now a division of Westinghouse Learning Corporation and is a leader in applying technology to educational problems. Located in Iowa City, Iowa, MRC is widely known and respected for the development of

MRC

electronic test-scoring devices, other data processing services, and systems for individual-student, computer-managed instruction. MRC's responsibilities for the study described in this manual are the printing and scoring of the exercise packages.

C. The National Assessment of Educational Progress

In 1964, Carnegie Corporation appointed an Exploratory Committee on Assessing the Progress of Education and, together with the Ford Foundation's Fund for the Advancement of Education, funded the development of a plan for National Assessment. The specific tasks assigned to and completed by the Exploratory Committee included the development and testing of an all-inclusive methodology to assess the knowledge, skills, and attitudes of groups of American young people rather than individuals. In 1968, when the work of the Committee approached the operational phase, the word "exploratory" was dropped from the Committee's name. In July of 1969, the Education Commission of the States, an organization presently representing forty-six states, American Samoa, Puerto Rico, and the Virgin Islands, took over the responsibility for the general administration of the project now known as the National Assessment of Educational Progress. The National Assessment staff office is located in Denver, Colorado, with the Education Commission of the States. The project is funded by the National Institute of Education, Office of the Assistant Secretary for Education, Department of Health, Education and Welfare.

THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

National Assessment has two major goals: to provide comprehensive data on the educational attainments of young Americans and to measure any growth or decline in such attainments. Its purpose is to gather information which will help legislators, educators,

and other decision-makers in improving the educational experience of youth in the United States. It is the first and only continuing effort in the nation to obtain dependable and complete achievement data from school population groups on a national basis in a uniform, scientific manner. Such data are necessary if intelligent decisions are to be made regarding the allocation of resources for educational purposes. These data are collected through the administration of questions and tasks (called "exercises" in National Assessment terminology) to four age groups; 9, 13, 17, and 26-to-35 year olds.

During each assessment year, a national probability sample of 9-year-old, 13-year-old, and 17-year-old students from public, private, and parochial schools is selected to participate in the survey. In some assessment years, young adults and a number of 17-year-olds who are no longer in school are identified through probability techniques and assessed in their homes or other out-of-school settings.

In the initial planning conferences, teachers, school administrators, and laymen all emphasized the need to assess the progress of children and youth in several learning areas, not limiting the appraisal to the 3 R's alone. Hence, ten learning areas were originally chosen for assessment: Art, Career and Occupational Development, Citizenship, Literature, Mathematics, Music, Reading, Science, Social Studies, and Writing. Later, special probes into such areas as Functional Literacy, Basic Life Skills, Consumer Skills, and Attitudes and Achievement in Mathematics for certain age groups were carried out. The first assessment of these learning areas furnishes information about the status of education. Change can be determined only as data for the same areas are collected again.

LEARNING AREAS ASSESSED

In the first ten years of National Assessment all learning areas were assessed and the areas of Reading, Science, Writing, Citizenship/Social Studies, Mathematics, Art and Music were reassessed. During the 1979-80 school year, the 11th year of the program, 9-, 13-, and 17-year-old students and out-of-school 17-year-olds will participate in the first integrated Reading/Literature assessment. It will also include a third assessment of some Reading exercises and a second assessment of some Literature exercises. The year's schedule calls for the assessment of 13-year-olds (Age Class 2) in the fall of 1979, of 9-year-olds (Age Class 1) in the winter of 1980, of 17-year-olds (Age Class 3) in the spring of 1980, and of out-of-school 17-year-olds in the summer of 1980.

D. The Manual

This manual has been prepared to instruct you concerning the field work associated with the study. It should be carefully studied* prior to beginning your assignment. A supplement to the manual, the Exercise Administrator Administrative Instructions, will be given to you when you begin work. It will contain additional instructions and is intended for your use during actual assessment sessions. This manual and the additional instructions may not answer all questions or cover all situations encountered in the field. When in doubt about any field situations, you should immediately contact your supervisor. It is suggested that you enter the name, address, and telephone number of your supervisor in the space provided for this purpose on page I-6. If your supervisor is unavailable, call

THE MANUAL

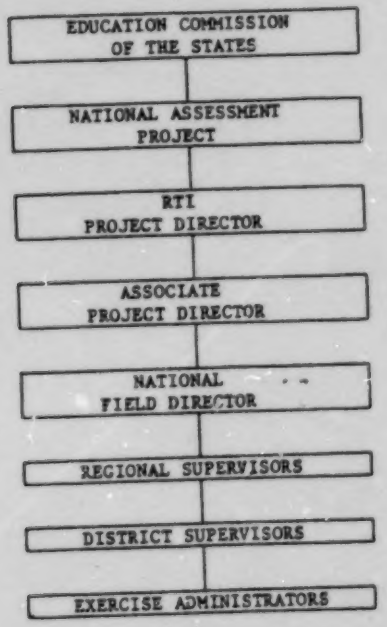
* You may wish to make notes, outline, and underline sections of special importance.

Research Triangle Institute for one of the persons listed below. You may call toll-free Monday through Friday from 8:30 a.m. to 5:00 p.m. (Eastern Time Zone).

Allen Duffer
Kirk Pate
Dick Russ

1-800-334-8571

ADMINISTRATIVE CHART



SUPERVISOR'S NAME: _____

ADDRESS: _____

_____

TELEPHONE NUMBER: _____
(AREA CODE)

II. OVERVIEW OF EXERCISE ADMINISTRATOR TASKS

A. General Description Of Duties

You will be trained in all procedures set forth in this manual by your District Supervisor, who will provide you with all the materials necessary to complete the tasks assigned to you. Your first responsibility will be to assist your District Supervisor in the sample selection of students who should participate in assessment and in preparing schedules for exercise administration. Following the scheduling, you will administer exercise packages (booklets) to groups of students. After administration, you will code certain information on the completed exercise packages and store all materials according to a plan worked out with your District Supervisor.

GENERAL DESCRIPTION OF DUTIES

In carrying out your duties during assessment, bear in mind that you represent National Assessment to the students, teachers, and school officials. Their attitude toward the project will depend in large part on your own attitude and conduct. Students, teachers, and school officials should be aware of the importance and seriousness of the project, and students should be encouraged to do their best. Try to show by your conduct and attitude that you consider National Assessment worthy of the best effort of everyone involved.

IMPORTANCE OF EA ATTITUDE AND CONDUCT

B. Forms Used

Your District Supervisor will train you in the completion and use of the three forms used during assessment. They are:

STUDENT LISTING FORM

1. Student Listing Form

The Student Listing Form (SLF) is used to select students

for participation in National Assessment. An example of this form for Age Class 2 (13-year-olds) is shown on the next page.

Columns 1-5 of the Student Listing Form are completed by the school prior to student selection; column 6 is used by the District Supervisor to number the students listed and to identify those students who are selected for assessment.

2. Administration Schedule

After student selection, the District Supervisor, together with the school coordinator or principal, will arrange a schedule for the package administrations to be completed in the school. An Administration Schedule is to be completed for each administration scheduled. Administrations are identified by a letter on the Student Listing Form. Each letter represents a specific package number. Your District Supervisor will advise you of the package number associated with each letter. Spaces are provided on the schedule to record the date, time*, and place of the administration, the number of students to be assessed in the session, the package number to be administered, the PSU and school numbers, and the number of the Exercise Administrator who will administer the package. In the appropriate spaces on each schedule, enter the names of the students assigned to the administration letter and package number entered on the schedule and complete columns 2, 3, 4, and 5 for each student listed. These columns correspond to columns 2**, 3, 4, and 5 on the Student Listing Form. The columns headed "R" and "Student I.D. Number" will be filled in during the assessment only for those students

ADMINISTRATION SCHEDULE

* The spaces for Date and Time in the upper right box are to be filled in to indicate when the package is actually administered.

** This information may not be provided on the Student Listing Form.

O.M.B. No. 051-R1204
Approval Expires 9/30/

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS YEAR 11
STUDENT LISTING FORM

Complete columns 1 through 5 for students **BORN DURING CALENDAR YEAR 1966.**

1. STUDENT NAME (First, Middle, Last)	2. ROOM OR SECTION	3. GRADE	4. SEX	5. BIRTHDATE 1/66 - 12/66 MONTH/YEAR	6. FOR DE USE ONLY: STUDENT NUMBER	6. FOR DE USE ONLY: ADM. LETTER
EXAMPLE						

NIE Form No. 2371-3

who participate in the session. The schedule for an administration assigned to you will be given to you prior to the scheduled assessment. An example of a properly completed Group Administration Schedule is shown on the next page.

3. Appointment Card

The use of the Appointment Card is optional. Some schools may wish to use the card, while others may prefer to have the coordinator notify the students. If the coordinator for the school in which you are working prefers to use the card, a card is to be completed for each student shown on all of the Administration Schedules. A copy of this card is shown below. APPOINTMENT CARD

NAEP NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

APPOINTMENT CARD

Name: _____
(Last) (First) (Middle)

Room or Section: _____

Please report to _____
(Room)

on _____, _____
(Day of Week) (Date)

at _____.
(Time)

PLEASE BE ON TIME!

CHAPTER II PAGE 5

OMMITTED DUE TO CONFIDENTIALITY

C. Materials Supplied

MATERIALS SUPPLIED

In addition to this manual and the Administrative Instructions, the materials supplied to you for package administration include the following:

1. Assessment Packages

ASSESSMENT PACKAGES

National Assessment exercises are grouped into sets called "packages". Each package is identified on the cover page by package number and age class. At the end of each package is a set of Background Questions to be answered by each student who participates in assessment.

2. Tapes and Tape Recorders

TAPES AND TAPE RECORDER

All spoken and written directions needed for the administration of the packages have been taped. This is done to assure uniformity across administrations. The tapes are enclosed in cassettes and most cassettes contain the tape for two packages, one on each side of the tape. Each cassette is individually boxed and each side of the cassette is labeled with the age class and the package number for which that side of the tape has been prepared. Prior to administering any package, be sure you have in the recorder the correct side of the tape for the package you are to administer and that the tape is completely wound on the left side of the cassette. Tape recorders will be furnished with the tapes. Your District Supervisor will train you in the use of the recorder and the cassette tapes.

3. Soft Lead Pencils (No. 2) With Erasers

PENCILS

Each student participating in a group session must be provided with ordinary soft lead pencils for recording their

responses. Students are not permitted to use any pencils or pens they may bring into the assessment session.

D. Planning for Package Administration

The success of National Assessment depends to a considerable degree upon the effort invested by the Exercise Administrator in planning each package administration.

PLANNING FOR PACKAGE ADMINISTRATION

Before each scheduled assessment session you must review your plan for package administration, which includes the following tasks:

- Determine from your Administration Schedule which package you are going to administer and the number of packages you will need; that is, the number of students assigned to take the package.
- Be sure you have the following materials needed for the package to be administered:

  Sharpened soft lead pencils - 2 for each student

  Packages (1 for each student)

  Tape Recorder

  Tape prepared for package
- Get to the room in time to prepare the room for exercise administration (arrange seating, set up tape recorder, conceal all school materials such as maps, erase blackboards, etc.)

E. Confidentiality of Materials

Utmost care must be taken by each person associated with the project to protect the confidentiality of the National Assessment materials at all times. Completed and uncompleted packages and other National Assessment materials are not to be given to anyone who is not actually involved in package administration. No duplication of materials is permitted. The names of the students are not to be written on or in the packages. Anything identifying students by name may not be removed from the school premises.

CONFIDENTIALITY OF ALL NATIONAL ASSESSMENT MATERIALS

Only those students designated by your District Supervisor may participate in assessment. Other students should not be permitted to see the assessment packages. Should any of the school staff request to see the packages or ask technical questions concerning National Assessment, refer them politely to your District Supervisor.

You will have full responsibility for all National Assessment materials issued to you, including this manual. Your District Supervisor will instruct you concerning the safe storage of all materials. Any National Assessment materials that are stored in your car should be locked in the trunk. Never leave National Assessment packages, tapes, or tape recorders at a school overnight. When you have completed your assessment assignment, you are to return to your District Supervisor all materials issued to you.

STORAGE OF MATERIALS

F. Student Cooperation

It is important that all students selected for assessment complete the packages assigned to them; however, students have the right to refuse to participate or complete any exercise within the package. You should proceed positively at all times. If a student asks if cooperation is mandatory, explain that it is not, but that we believe the study is important and would appreciate cooperation of all selected students. Should a student refuse to participate, excuse the student from the session and ask the student to return to class. If the student has been issued a package, explain the situation on the cover page of the package and make a note of the package number and I.D. number and give this information to your District Supervisor.

STUDENT COOPERATION

III. PACKAGE ADMINISTRATION

A. Introduction

All packages are self-administered; that is, students will record their answers in the package. To assist the students in understanding how to record answers, example exercises are included in each package and all instructions are taped.

B. General Rules

1. Timing

The packages have been designed to be completed in approximately 45 minutes. Seating of students, distribution and collection of materials, reading of the introduction, and package administration should take about an hour. Plan your time so that all these procedures can be accomplished in the allotted time.

If at all possible, you should not begin an administration unless there is sufficient time to complete it. However, in rare instances, you may be forced to administer a package knowing that there is an insufficient amount of time allotted. If this is the case, reserve five minutes of the total time available for completion of the Background Questions and indicate on the cover page of each package that it was not completed due to an insufficient amount of time. The completion of the Background Questions is essential even if one or more exercises in the package are not completed due to a lack of time. TIMING

2. Seating

Students should be seated as far apart as practical, preferably one work station apart. Ask the students to remove from the desks any extraneous materials they may have brought into the room, such as books, rulers, protractors, pencils, pens, etc.

SEATING

3. Answering Questions

Some students may have difficulty in understanding the exercises; however, you cannot give detailed instructions to the students. Once the tape has been started you can assist the students only in showing them how to record their answers correctly. Should you observe students consistently having difficulty with a certain exercise, report this to your District Supervisor.

ANSWERING QUESTIONS

4. Monitoring

As the students begin the exercises, walk around and make sure that the students are recording their answers as instructed and that they are using the pencils distributed. Students must use only the pencils given them to assure that the answers to the multiple choice questions can be machine scored. You should also insure that the tape is audible to all students. If the room in which you are conducting the session is not large enough to space students at proper distances from each other, you must continue to monitor during the entire session in order to avoid student collusion.

MONITORING

5. Explaining Incomplete Packages

Some students who begin assessment may, for one reason or another, fail to complete an exercise or a package. Following are a number of situations that may occur:

a. Principal or other responsible authority prevents assessment of student; e.g., student identified as slow, troublesome, illiterate, etc.

EXPLAINING INCOMPLETE PACKAGES

b. Student removed at the request of a school official during assessment for reasons unrelated to the assessment; reason for removal unknown or unrelated to assessment.

c. Student removed during assessment for reasons unrelated to the assessment and for reasons other than a school official's request, such as for a fire drill, sports practice, to catch a bus, etc.

d. Student decided to discontinue responding to the exercises for such reasons as illness, went to restroom, left session early to avoid missing a class, or decided not to participate.

e. Student begins assessment but is unable to complete the package because he or she cannot read.

f. Equipment failure.

g. Booklet damaged or printing problems (page missing, etc.).

When such unusual situations as the ones listed above do occur, explain the situation as fully as possible on the cover page of the package, as "Student called from the room by the principal; completed only exercises 1-4. Reason for removal unknown." When you are writing on the cover page of a package, do not write in the left margin of the page or in the blocks or ovals on the page.

If a student does not complete a package because he or she is a nonreader, record this fact on the cover page of the package and indicate how you determined that the student is a nonreader; e.g.,

from school personnel, by admission of the student, or through your observation of the student. Never ask a student if he or she is a nonreader. If a student tells you that he or she cannot complete a package because he or she cannot read, excuse the student from the session. If a package had been assigned to the student, explain the situation on the cover page of the package, and code the Package Condition Oval "NE".*

C. Procedures

1. Determining Students To Be Assessed

The Group Administration Schedule indicates how many students should participate in the group session and lists the names of the students selected for participation. As each student enters the room, check to see if the student's name is on the Administration Schedule. If so, have the student take a seat; if not, request the student to return to class.** When it appears that all students who will attend the session are present, begin package administration. Once the session has begun, students cannot be admitted to the assessment room; ask any students who arrive after the session has begun to return to class.

DETERMINING STUDENTS TO BE ASSESSED

2. Distribution of Materials and Completion of Administration Schedule

Distribute to each student two soft-lead pencils and an exercise package. Instruct each student not to open the package

DISTRIBUTION OF MATERIALS

* See Chapter IV.B.1

** Students may need a permit from the school office before returning to class. Ask the school coordinator about the usual school routine.

until told to do so. As you give each student a package you must perform two tasks:

a. Enter on the Administration Schedule, on the same line as the name of the student, the I.D. number shown on the cover page of the package you gave to that student. This I.D. number is a four-digit number printed in the last four blocks in the center of the page.

b. Enter the racial or ethnic identification of the student by placing a W (White), B (Black), S (Spanish Heritage), or I (American Indian or Alaskan Native), A (Asian or Pacific Islander), or U (Unclassified) in column 6 of the schedule. More specific definitions of the racial or ethnic classification are given in the Administrative Instructions Manual.

COMPLETING ADMINISTRATION SCHEDULE

When all materials have been distributed, check to see that each student has the required materials; correct as necessary.

3. Package Administration

When each student has the required materials, begin package administration. See the Administrative Instructions Manual for specific instructions.

PACKAGE ADMINISTRATION

4. Administering the Background Questions

At the end of each package is a set of Background Questions* designed to obtain background information from each student who

* The Background Questions for all three age classes and specific instructions for administering them are included in the Administrative Instructions Manual.

participates in National Assessment. These questions, which are not included on the tape, are to be administered by you after the students have completed the exercises and must be checked by you before the students leave the room.

ADMINISTERING THE BACKGROUND QUESTIONS

If a student refuses to complete the Background Questions, explain the situation on the cover page of the package. Make a note of the package number and package I.D. number and give this information to your District Supervisor.

5. Collection of Materials

When you have checked the Background Questions for all students, instruct them to return to you the exercise packages and pencils. Thank them and instruct them to return to class.

COLLECTION OF MATERIALS

6. Winding Tapes

Forward (or backward) wind the tape used during the session and replace it in the plastic container.

WINDING TAPES

IV. OTHER EXERCISE ADMINISTRATOR TASKS

A. After Each Assessment Session

1. Accounting for Packages

ACCOUNTING FOR PACKAGES

After each session, count the packages used and compare the I.D. numbers against your I.D. number entries on the Administration Schedule. Reconcile any differences found; if you cannot reconcile differences, consult your District Supervisor. If you have any unused packages from the session, place them on top of the used packages and store them in the carton set aside for this purpose.

2. Accounting for Administration Schedules

ACCOUNTING FOR ADMINISTRATION SCHEDULES

All Administration Schedules are to be stored temporarily with the packages. At the end of each day, give all schedules to the coordinator; schedules are never to be taken from the school.

3. Winding Tapes

WINDING TAPES

Forward (or backward) wind the tape used during the session and replace it in the plastic container.

4. Preparing for Next Session

PREPARING FOR NEXT SESSION

Sharpen pencils and, if necessary, rearrange the room for your next session. If your next session is to be in another room, be sure to take all National Assessment materials with you. Remember you are accountable for all materials issued to you!

B. Coding

All coding is to be done with the pencils supplied by your District Supervisor. Make sure that all numbers entered are clearly legible. You will be responsible for coding certain information on the cover page of each package you administer, including packages which students fail to complete. Specific instructions follow.

CODING

1. Package Condition Ovals

The Package Condition Ovals are in the lower left corner of the cover page and are designated N, P, NR, and NE. You are to fill in one of these ovals to indicate the condition under which a package was administered, as follows:*

PACKAGE CONDITION OVALS

N - Normal Administration: the student was present for the entire assessment period and had an opportunity to complete every exercise, but may not have done so. However, if at least one exercise within the package has been completed, you should fill in the oval beside N.

P - Partial Administration: the student was not present for, or did not have an opportunity to complete, one or more of the exercises in the package; for example, the student was called from the room, a page of the package was missing, etc. (See Chapter III.B.5). If this occurs, fill in the oval beside P, and write on

* These definitions are included in the Administrative Instructions Manual.

the cover page the numbers of the exercises which the student did not have an opportunity to complete, together with a detailed explanation, as: "Exercises 25-33 not completed; student called from room by principal; reason for removal unknown."

NR - No Response to Entire Package: the student was present for the entire assessment period and had the opportunity to complete every exercise, but completed none; that is, did not attempt any exercise in the package. If there is no response to the entire package, fill in the oval beside NR and note on the cover page the reason, if known, or "Reason Unknown."

NE - Not Eligible: the student was assigned a package and completed one or more of the exercises but should not have been assessed; that is, the student was not eligible because he/she was not born within the year specified on the Student Listing Form, was not listed on the Administration Schedule, was a self-identified nonreader, etc. If you discover, during or after an assessment session, that a student is not eligible to participate in National Assessment, note the reason on the cover page and fill in only the oval beside NE. In other words, categorization as Not Eligibles takes priority over the other Package Condition Ovals.

The first oval, Normal Administration, will cover the majority of the administration situations. Exercises omitted within packages coded N do not have to be listed on the cover page. Packages coded P, NR, or NE must have on the cover page a reason for the Package Condition Code, if known; in addition, packages coded P should have a notation of the exercises omitted. Packages which are not administered should not have a Package Condition Oval filled in.

2. Type of Assessment Ovals (Age Class 3 Only)

Packages for Age Class 3 contain an extra set of three ovals following the Package Condition Ovals. These ovals are designated R, F, and S. You are to fill in the R or F oval to identify the type of assessment in which the package was administered as follows:

TYPE OF ASSESSMENT OVALS

R - Regular: the package was administered during the first administration of that package in a school.

F - Followup: the package was administered during a followup session after all other administrations in a school.

The oval designated S is not to be filled in.

3. Columns 3-8

Columns 3-8 at the bottom of the cover page of the package are used to code information from the Administration Schedule and to enter your EA number and the code numbers for the PSU and school in which the package was administered. Columns 3-6 correspond to columns 3-6 on the Administration Schedule. Column 7 is for your EA number, which is recorded on the cover of this manual, and column 8 is for the code numbers of the PSU and school, which are shown on

COLUMNS 3-8

the Administration Schedule. In each column enter the correct code in the block(s).

Before coding any information in columns 3-6, be sure you have matched the package to be coded with the correct line of the Administration Schedule. The I.D. number is used to match Administration Schedule line numbers with packages. Codes to be used in columns 3-8 are shown on page IV-6. An example of a portion of an Administration Schedule and a package cover properly coded for a student is shown on page IV-7.

C. Final Review of Packages

After coding, review all packages administered by you. If you notice during this review that an exercise was omitted by a student, do not make any entries on the page(s); however, if you notice any oval filled in by you or the student is too light to be machine scored, darken that oval. Do not change any of the entries otherwise; for example, do not fill in another oval or in any way change the original response. Be sure that any package with a Package Condition Oval other than N (Normal) has an explanation written on the cover page; packages coded P (Partial) must also have on the cover page the numbers of the exercises which the student did not complete.

FINAL REVIEW OF PACKAGES

D. Storage of Materials

Remember that Administration Schedules are not removed from the school site and must be stored in a safe place in the school, according to the plan worked out with your District Supervisor. If your District Supervisor agrees, you may take home all used and unused packages, tapes, tape recorders, and supplies, or lock these in the trunk of your car, if it is safe to do so.

STORAGE OF MATERIALS

E. Codes To Be Used in Columns 3-8*

Package Coding Column	Administration Schedule Column	Item	Code
3	3	Grade	Two digits: 8th grade = 08 Ungraded class = 98 Special education class = 99
4	4	Sex	1 = Male 2 = Female
5	5	Birthdate	Month and last two digits of year: May 1966 = 0566
6	6	Race	1 = W (White) 2 = B (Black) 3 = S (Spanish Heritage) 4 = I (American Indian or Alaskan Native) 5 = A (Asian or Pacific Islander) 6 = U (Unclassified)
7	---	EA Number	Two digits; number recorded on the front cover of your manual
8	---	PSU and School Numbers	Five digits; First two = PSU Number; Last three = School Number; as shown on the Administration Schedule

* These codes are included in the Administrative Instructions Manual.

CHAPTER IV PAGE 7

OMMITTED DUE TO CONFIDENTIALITY

A. Terms of Employment

All National Assessment Exercise Administrators are employed by Powerforce Company, Inc., 150 E. Huron Street, Chicago, Illinois 60611. Although your employer will be Powerforce, you will be selected and trained by an RTI District Supervisor and you will record your hours worked and expenses incurred on the appropriate form and submit it to RTI.

At the time you are employed you must complete a W-4 Internal Revenue Service form. During assessment, it will be your responsibility to keep a daily record of your production, time, and expenses as an Exercise Administrator. At the completion of each assignment, you must submit your Daily Production, Time, and Expense Record to your District Supervisor. Proper completion of the Exercise Administrator's Daily Production, Time, and Expense Record is covered in the section which follows.

TERMS OF EMPLOYMENT

On page V-3 is an example of a properly completed Exercise Administrator's Daily Production, Time, and Expense Record to help you understand how this form is to be completed. This form is printed on NCR paper with second (yellow), third (pink), and fourth (goldenrod) sheets adhered to the original (white). Entries made on the original sheet are transferred to the other sheets without the use of conventional carbon paper.

B. Exercise Administrator's Daily Production, Time, and Expense Record

The Exercise Administrator's Daily Production, Time, and Expense Record has been designed to permit you to keep, on a daily basis, the number of administrations you complete, a record of the hours you work (by activity), and the business-related expenses you incur in serving as an Exercise Administrator. One form is to be used to cover each assignment your District Supervisor gives you and only one line is to be used for each day's entries.

EA'S DAILY PRODUCTION, TIME, AND EXPENSE RECORD

Your District Supervisor will give you a Record before you begin each assignment. The appropriate information in the box in the upper left-hand corner of the form will have been entered. You are to print the rest of the information required at the top of the form.* You are to enter the date (month, day, and year) in the three columns under "Date" for each day you work. The "Production" section is designed to show the number of administrations completed each day. The "Hours Worked" section has been set up to allow you to record the hours you work by type of activity. Hours to be recorded under "Training" include the time you spend reading this manual, plus the time you spend receiving basic instruction from your District Supervisor. If you spend time preparing Student Listing Forms, enter that time in the column designated "Filling out SLFs". Time spent in actual assessment (waiting for students to report and administering, checking, and coding packages) is to be entered in the "Actual Assessment" column. Most of the time your work will fall in this category. Time spent in assisting your District Supervisor in other

* This must include your Social Security Number.

tasks assigned to you is to be entered under "Other Related Duties". Enter in the "Travel Between Schools" column the time you spend traveling between schools in the working day. (Time spent going between your home and schools cannot be charged.)* "Hours Worked" are to be shown to the nearest quarter-hour under each category. The "Expenses" column is provided to record expenses for which you will be reimbursed. You will be compensated at the rate of $.17 per mile for each mile over ten miles you drive in the course of a working day in going between your home and schools and in traveling between schools. "Miscellaneous" expenses for which you will be compensated include parking expenses and tolls. Explain miscellaneous expenses and attach appropriate receipts. Enter on a daily basis the number of miles in excess of ten that you drive and any miscellaneous expenses.

When you have completed your assignment, total your entries in the "Production", "Hours Worked", and "Expenses" column on your Record, and complete the bottom half of the form as follows:

1. In the "Summary of Daily Record" box,
   a. Enter the total number of hours you worked (from your Daily Record) and multiply it by your hourly rate to arrive at a dollar amount for your services.
   b. Enter the total miles (from your Daily Record) and multiply it by $.17 to arrive at the dollar amount for which you are to be compensated for business-connected mileage.

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* Under abnormal conditions involving excessive distances, District Supervisors may authorize compensation for time going between your home and schools. The District Supervisor will discuss this if it affects you.

c. Enter the total of miscellaneous expenses you are claiming (from your Daily Record). Attach necessary receipts.

d. Carefully add the amounts claimed for your services, mileage, and miscellaneous expenses and enter that sum in the box to the right of "Total Amount Due." (Your District Supervisor will enter the Project Number).

2. Sign ("Signature") and date ("Date") the Record.

3. Be sure your Social Security Number, your full name, mailing address including Zip Code, and telephone number, are entered at the top of the form.

C. Disposition

When you have completed the Record, separate the fourth (goldenrod) sheet from the other three. This copy is for your records. Give the remaining three copies to your District Supervisor, who will approve them and mail them to RTI. RTI will check the form for accuracy and forward it to Powerforce. DISPOSITION

A single check covering your services, mileage, and expenses, less statuatory deductions, will be written by Powerforce and mailed directly to you. You should receive a check for each assignment about two weeks after the Record covering the assignment is received at RTI.

CHAPTER V PAGE 5

OMMITTED DUE TO CONFIDENTIALITY

VI. SUMMARY OF TASKS - DISTRICT SUPERVISOR

Study and use this manual! It has been prepared as a guide for all responsibilities assigned to you as you prepare for and conduct assessment. If you encounter situations not covered in the manual instructions, call your Regional Supervisor.

Each District Supervisor (DS) is responsible for conducting assessment at Age Classes 1, 2, and 3 in a number of primary sampling units. A primary sampling unit (PSU) is defined as a geographic area such as a county, several counties, or a major city. Within each PSU a group of individuals from each age class is selected by probability sampling procedures to participate in National Assessment. Assessment of an age class in most PSUs will require approximately one week; assessment in other PSUs may require one and one-half to two weeks.

The following list itemizes the District Supervisor's tasks that are to be completed in each of the PSUs. Items 1 through 11 are associated with pre-assessment tasks; items 12 through 22 are actual assessment tasks; items 23 through 29 are post-assessment tasks. Each task is discussed in detail in the chapters that follow.

1. Telephone school administrators to schedule meetings during your first visit to the PSU and check all information printed on the Lists of Schools Selected; correct as necessary.
2. Telephone RTI to confirm or update the information printed on the Lists of Schools Selected and report the date, time, and place for each meeting scheduled in the PSU.

3. Prepare an advance schedule for first PSU visits (reservations for travel, accommodations, submit itineraries, etc.)
4. Check supplies shipped from RTI and MRC.
5. Assemble materials to take to introductory meetings.
6. Prepare outline for NAEP presentation to be made at introductory meetings.
7. Meet with superintendent(s) and principals of schools selected for Year 11 assessment. (Several meetings within a PSU will likely be necessary.)

   During the meeting:

   a. Collect and check Principal's Questionnaires.
   b. Explain National Assessment and answer questions.
   c. Explain school involvement and role and emphasize importance of coordinator.
   d. Distribute SLFs and Summary of School Tasks. Request principals to discuss both forms with coordinator if one is appointed.
   e. Determine specific week(s) for Age Classes 1 and 2 assessment and for Age Class 3 sample selection and assessment.
   f. Inform principals you will send a Confirmation Memo indicating date(s) you plan to draw the sample and conduct assessment in the school.
   g. Verify information listed on and complete PSU Control Sheets.
   h. Inquire about special or split sessions and record information on the Special Sessions Recording Form if applicable.

i. Inquire about possible EA candidates as necessary.

j. Discuss with principals of schools selected for 17-year-old assessment the Nonresponse Followup and Supplementary Frame assessment,* if applicable.

8. Select Exercise Administrators (EAs) as necessary** and provide each with an EA Manual (enter your name, address and telephone number on Page I-6 and the EA's number on the front cover). Mail to RTI a completed W-4 IRS form for each EA selected.

9. Offer assistance in completing SLFs where necessary. If EAs or school personnel are to assist, give instructions and make appointments.

10. Prepare itineraries for assessment weeks and mail to RTI at least two weeks in advance of assessment in your first PSU.

11. Check to insure that you have received all forms, materials, and equipment required to complete assessment in a PSU.

12. Prepare for assessment:

a. Send appropriate Confirmation Memo indicating date(s) you plan to conduct assessment or draw the sample in the school; include Principal's Reading/Literature Questionnaire as applicable.

b. Pack hardshells as needed for PSU.

c. Meet with coordinator for NAEP in the school.

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* An assessment of 17-year-olds who are not enrolled in school during Age Class 3 assessment. Lists of dropouts and early graduates are requested from schools selected for this assessment.

** Necessity of using EAs is discussed in Chapter IX.

d. Select sample in each school; ask principals involved in 17-year-old assessment to keep a record of any age-eligible student who leaves or enters the school between the time you draw the sample and return for assessment.*

e. Complete Administration Schedules.

f. Determine place and time for each administration.

g. Train EA(s) prior to assessment of each age class.

h. Distribute materials to EA(s) prior to assessment of each age class.

13. Keep an accurate record of your schedules for assessment and meet all appointments. Once you have established a schedule, do not change it unless necessary. If a change is required, notify the school(s) immediately.

14. Make entries daily on the Weekly Status Report.

15. Schedule, supervise, check, and coordinate EAs' package administrations.

16. Observe and critique each EA's first package administration.

17. Schedule makeup and followup sessions when necessary.

18. Collect and check Principal's Reading/Literature Questionnaires.

19. Review all packages administered and check coding against Administration Schedules or detachments.

20. Complete School Worksheets.

21. During Age Class 3 assessment collect Supplementary Frame lists where applicable.

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* Distribute Supplementary Frame Listing forms where applicable.

22. Check, approve, and mail appropriate copies of EA's Daily Production, Time, and Expense Records to RTI.

23. Collect all materials checked out to EAs.

24. Pack and ship exercise packages to MRC.

25. If all packages cannot be administered in a PSU during the week(s) scheduled for assessment, call your Regional Supervisor immediately.

26. Telephone RTI immediately whenever a school cooperation problem is encountered or suspected.

27. Report in detail on the Weekly Status Report all refusals, restrictions placed by school officials on the conduct of assessment, and instances where scheduled administrations are not conducted.

28. Complete and mail all required administrative reports.

29. Report any problems observed with package or exercise administration to your RS; complete Exercise Observation forms and return to D. Smith at RTI at the end of the assessment of each age class.

REMEMBER THAT YOU ARE RESPONSIBLE FOR THE SECURITY OF ALL NATIONAL ASSESSMENT MATERIALS (PACKAGES, FORMS, ETC.) AND THAT THE CONFIDENTIALITY OF THE ASSESSMENT DATA AND NAMES OF STUDENTS MUST BE PROTECTED AT ALL TIMES.

VII. INITIAL CONTACTS WITH SCHOOL OFFICIALS

A. Introduction

During the first visit to a PSU, you will meet with officials of schools selected for participation in National Assessment. The purposes of the meeting are to answer questions regarding National Assessment, to advise the school officials of the requirements of the project, and to establish the actual weeks for assessment. On June 8, 1979, a letter was sent to involved Chief State School Officers informing them that schools within their states have been selected for National Assessment. This letter also indicated that materials from RTI would follow which would identify the school districts, private schools, and parochial schools selected for assessment in their state. Copies of these letters and a list of recipients in each state are included in Appendix A.

The initial letter to the superintendents of schools selected for participation is from Dr. Roy H. Forbes, Project Director of National Assessment. It describes National Assessment briefly and requests the superintendent's cooperation in the project. This letter is followed by a mailout of the NAEP folder which includes a letter from RTI suggesting a meeting date and informing the superintendent that the District Supervisor will call to make final arrangements for the meeting. When the meeting has been arranged, a confirming letter is sent to the superintendents and an initial mailout is made to the school principals to inform them of the agreed-upon meeting date, time, and place.

Officials of private schools selected for participation in National Assessment which are not under the jurisdiction of a public school superintendent are also sent copies of Dr. Forbes' letter, followed by a mailout including a letter suggesting a meeting date. These letters have been altered to allow for differences between these schools and those in multi-school administrative units. A

separate meeting date is suggested for private schools. During the phone call, however, the DS has the option of inviting private school officials to attend one of the public school meetings (if all parties are agreeable) or of arranging separate meetings with the private school officials. Superintendents, principals, and private school officials of schools selected for Year 11 assessment within a PSU will meet with the DS between August 27 and October 5.

B. Time Schedule for the Initial Contact Procedures and for Assessment — Year 11, 1979-80

July 16-23, 1979	RTI mails introductory materials to all superintendents and private school officials.
July 30 - August 3, 1979	DS Training Session
August 6-17, 1979	Phone calls to superintendents and private school officials from DS.
August 20-24, 1979	1. Completion of all calls to superintendents and private school officials (if necessary). 2. DS notifies central staff members of school districts which want more information. 3. RTI and NAEP staffs work to resolve school cooperation problems. 4. RTI central staff completes bulk of mailout of confirmation letters to superintendents and initial mailout of NAEP materials to principals.

5. DS makes phone contacts, as necessary, to confirm appointments.
6. DS prepares to conduct introductory meetings.

August 27 - October 5, 1979

Six-week contact period to complete initial meetings with school superintendents and principals, to schedule assessment, and to select EAs.

October 8 - December 14, 1979

Nine-week period for student sample selection and assessment of 13-year-olds.

December 10-20, 1979

1. DS contact with schools selected for 17-year-old assessment to inform them when DS will arrive to draw the sample or that DS will not select the sample early.
2. DS contact with schools involved in the assessment of 9-year-olds to inform them when DS will arrive to select sample and conduct assessment.
3. DS organization of materials for 9-year-old assessment.

December 21-28, 1979

Days free of normal assessment activities.

January 2 - March 7, 1980

1. Student sample selection and assessment of 9-year-olds.
2. DS draws sample in schools selected for 17-year-old assessment and/or leaves Supplementary Frame listing forms where applicable.

March 3 - May 9, 1980	1. Assessment of 17-year-olds. 2. Acquisition of Supplementary Frame lists.
May 12 - July 18, 1980	Supplementary Frame assessment conducted.

C. Contents of First Mailout to Superintendents and Private School Officials

On July 23, 1979, RTI mailed materials to superintendents of school districts and officials of private schools selected for Year 11 assessment. Included in these materials was a suggested date and time for a meeting with superintendents and principals of schools selected for Year 11 assessment.

The mailout to superintendents and private school officials was in two parts:

1. Initial Letter

The initial letter to superintendents and private school officials from Dr. Roy H. Forbes was mailed on July 16. It described the project generally and stated that additional materials (NAEP folder) were being mailed separately.

2. NAEP Folder

The materials included in the NAEP folder mailed to all superintendents and private school officials on July 23, 1979 were:

a. A cover letter, signed by Mr. Donald G. Smith, RTI National Field Director, which explained the contents of the folder, proposed a date for the initial meeting, and indicated that a telephone contact would be made by the District Supervisor between August 6-17.

b. A Memorandum to Superintendents or Memorandum to School Officials which included a schedule of the assessment activities for Year 11 and presented an overview of the school's role in National Assessment.

c. Lists of Schools Selected* (computer printouts). Each superintendent of a district received a list identifying schools selected in the district and the age group(s) for which each school was selected. Each official of a private school received a printout identifying the age group for which the school was selected. All Lists of Schools Selected were accompanied by an explanatory statement.

d. Informational materials included were:

(1) A Demonstration Package containing objectives and example exercises for the Year 11 subject areas

(2) Materials describing National Assessment. Topics covered include goals of National Assessment, how NAEP results are reported and used, how schools and students are selected, and what additional information is available.

(3) NAEP Publications List

(4) A copy of a recent NAEP Newsletter

Copies of these materials are in Appendix A and should be read carefully before making phone calls to superintendents and private school officials.

D. Instructions for Making Phone Calls to Superintendents and Private School Officials

1. General Instructions

District Supervisors will spend August 6-24 arranging meeting dates and clarifying questions for school superintendents. The first call to all superintendents must be made by August 15.

During the training session you will receive Lists of Schools Selected (see example in Appendix A) in computer printout form for each of the PSUs assigned to you. The lists will provide you with the following information for

* RTI Form NA-9

both public and parochial school districts:

- PSU Number and District Supervisor's name (in upper left corner; PSU Number also appears in lower right corner)
- Name of district superintendent or school principal (first column)
- District selection in Year 09 and/or 10 (second column)
- PSU, District, and School Number(s) (third column)
  - [redacted] = Schools selected for 9-year-old assessment
  - [redacted] = Schools selected for 13-year-old assessment
  - [redacted] = Schools selected for 17-year-old assessment
- District or school names, addresses, and phone numbers (fourth column); age group(s) for which schools were selected appear above each school name
- Grade range of each school selected (fifth column)
- Estimated total enrollment of each school selected (sixth column)
- Suggested meeting date printed on first page for each district*
- Supplementary Frame status

Lists for private schools will provide all of the above information except that which refers to a superintendent or school district. It is your responsibility to call each superintendent and private school official listed on the printouts to arrange a meeting.

To assist you in checking for duplication of school districts across PSUs, the third column of the List of Schools Selected enumerates all PSUs in which the district appears. The lower left-hand corner of the printout lists all schools that are in the district. Within a single PSU, the school district

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* You will also be given a form which indicates the meeting date and time suggested to each superintendent and private school official.

and schools contained in a district are listed only once. The age group(s) for which the schools are selected appear above the school name and are also designated by the school number which appears to the left of the school name and address.

RTI will inform you if any school selected for participation in Year 11 refused to participate between Years 03 and 10, and if any special instructions are necessary for contacting potential problem districts.

For each school district or private school contacted, the District Supervisor will update the list of schools selected* and verify or change the meeting date. Updated information and meeting dates will be telephoned to RTI.** Data on meetings scheduled between August 27 and August 31 must be called in to RTI by August 15. Information on meetings scheduled between September 4 and 7 must be called in by August 17. Information on meetings scheduled September 10 or later must be called in by August 24.

2. Outline of Phone Calls

Following is an outline of points to be covered in the phone calls to superintendents or private school officials. A model phone call expanding on these points is shown in Appendix B.

a. Call superintendent, identify yourself, and verify that NAEP materials mailed by RTI were received.

b. Establish meeting date, time, and place for principals involved.

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* Add or delete schools as necessary; deletions may occur as a result of grade range changes: Age Class 1 schools must have grade(s) 2, 3, 4, or 5; Age Class 2 schools must have grade(s) 6, 7, 8, or 9; Age Class 3 schools must have grade(s) 9, 10, 11, or 12.

** Toll-free 1-800-334-8571.

c. Check lists of schools, school addresses and principals for additions,* deletions, and corrections.

d. Inform superintendent that we will contact by mail principals involved to notify them of the meeting date, time, and place; request superintendent to also contact these principals.

e. Confirm meeting date, time, and place prior to conclusion of phone call.

E. Handling Situations That May Arise During Phone Call

Situations that may arise during the phone call and instructions for handling them are outlined below.

1. Materials Not Received

If you find that the NAEP materials have not been received by the superintendent, arrange for the superintendent to receive the materials and attempt to schedule a meeting at the suggested time. If the superintendent will not agree to a meeting before receiving the materials, arrange to call at a later date.

2. Superintendent Unavailable

If you find that the superintendent is out of the office for a few days, talk with a personal secretary or assistant to determine if the superintendent has received the materials (if not, arrange for a second mailing) and has appointed someone on the staff to handle the National Assessment project:

* New schools are not automatically in the sample. Based on the information you obtain (school name, grade range, estimated total enrollment, and opening date), they will be added on a probability basis. Schools with grade range changes which make them eligible for another age class will also be added on a probability basis. If new schools in your district fall into the sample, you will be notified so that you can inform the superintendent prior to the initial meeting.

a. If so, make arrangements for the meetings; contact the superintendent prior to the meeting.

b. If not, determine the earliest date the superintendent can be contacted and call back on that date.

3. Further Contact Necessary

If the superintendent requests further information before agreeing to participate in National Assessment, arrange a meeting with the superintendent and staff according to the following guidelines:

a. If the superintendent's attitude toward NAEP is basically positive or neutral but more information is requested, arrange a meeting with the superintendent and the staff members the superintendent wishes to include (this meeting should be held between August 20-24). Summarize your arrangement on the "List of Schools Selected" and contact your Regional Supervisor immediately for further instructions.

b. If the superintendent's attitude toward NAEP is basically negative, note this on the "List of Schools Selected" and call Donn Smith* at RTI immediately. RTI and NAEP will make arrangements to contact the superintendent and will schedule a meeting, if necessary, to gain the cooperation of the school system. RTI will contact you concerning the status of the district or school at a later date.

4. Refusal

A superintendent or private school official may openly refuse to participate in National Assessment. If so, you should be very tactful and polite during your telephone conversation. It is very important that you attempt to

* If not available, ask for Kirk Pate, Allen Duffer, Nancy Monroe, or Bill Grogan.

obtain the reason(s) for the refusal. This information will enable NAEP and RTI to develop appropriate plans for attempting to reverse the refusal.

If the superintendent or private school official is very abrupt and hostile, you should not further antagonize the individual by prolonging the conversation. You should obtain the reason(s) for the refusal, and politely terminate the conversation. Do not indicate to the refusing party that no further contact will be made by NAEP and RTI. Be sure your notes from the conversation are clear, then call Donn Smith* at RTI immediately.

If, however, the superintendent seems amenable to further discussion, you should consider injecting any or all of the following items into the conversation:

a. During Years 02 through 10, less than ten percent of the sample schools refused.

b. You and your EAs will do all the sample selection, package administrations, etc. If there is any resistance whatever about SLF completion or other clerical work on the district or school's part, you should offer to have your EAs do the work or to remunerate school staff for doing the work.

c. You will be as flexible as possible about scheduling the work, space requirements, etc.

d. You may offer to have a NAEP or RTI staff member who is more knowledgeable about the overall NAEP program contact the school official.

After further discussion, if the school official still refuses to participate, thank the official for the consideration, and politely terminate the conversation. Again, record your notes of the situation clearly for later recall, and call Donn Smith at RTI immediately.*

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* If not available, ask for individuals identified at bottom of page VII-9.

RTI will contact you concerning the status of the district or school at a later date.

5. Scheduling Meetings

In scheduling introductory meetings the following guidelines may be used:

a. Generally, you should begin your first morning meeting by 9:30 a.m. and your first afternoon meeting by 1:30 p.m. You may encounter superintendents who want you to schedule more than one meeting with schools in their district; e.g., separate meetings with elementary, junior high, and high school principals. You may automatically alter your schedule of introductory meetings to accommodate such requests providing you can hold all meetings in a PSU in the same week. If you cannot, call your Regional Supervisor for guidance. You may also encounter situations where it is both feasible and convenient to involve more than one district or private school in a meeting. This would be to your advantage; however, keep in mind you should never ask a school official to spend an inordinate amount of time traveling to and from a meeting.

b. If suggested meeting dates and times are not convenient to the superintendent, you should follow this procedure:

(1) Attempt to change the meeting to a mutually convenient time during the same week.

(2) If such a time cannot be arranged and the superintendent still wants to meet with you personally, suggest an individual meeting between August 20-24. (A member of the staff could then represent the superintendent at the originally suggested time.)

(3) Specifically note changes of appointments and/or necessity

for preliminary meetings on "List of Schools Selected" and relay this information to RTI when you report updated information for the PSU.

F. Follow-up Mailout to Superintendents and Mailout to Principals of Schools Selected for Year 11 Assessment

As soon as RTI receives verification of dates established for meetings and corrections on computer printouts, simultaneous mailouts will be sent to principals of schools selected for assessment and their superintendents. The principals' mailout will inform each principal of the meeting date, time, and place, will explain the school's role in National Assessment, and will include informational materials. The superintendents' mailout will confirm for each superintendent the meeting date, time, and place and will include materials not initially sent to them. The contents are as follows:*

1. Principal's Mailout (to be mailed in NAEP folder)
   a. Letter from RTI including meeting date, time, and place
   b. Memorandum to School Principals
   c. Principal's Questionnaire
   d. Copies of the informational materials that were included in the superintendent's initial mailout
2. Superintendent's Mailout
   a. Letter from RTI confirming the meeting date, time, and place
   b. Memorandum to School Principals
   c. Principal's Questionnaire

The completion of these mailouts by RTI will conclude preparations for the arrangements of meetings to be held between August 27 and October 5.

* Copies of these materials are in Appendix A.

VIII. INTRODUCTORY MEETINGS WITH SCHOOL OFFICIALS

A. Preparation for First Visit and Overview of Tasks

During the period of August 27 through October 5, 1979, you will make your prearranged visits to the PSUs in your district to meet with superintendents and principals of all schools involved in Year 11 assessment. It is suggested that you confirm each meeting by telephone with the superintendent or private school official at least one day before your visit.

1. Materials Needed

a. Updated lists of the schools in the sample (PSU Control Sheet, MA-10).* These listings incorporate the revisions made as a result of your phone calls to the superintendents and include any new schools which were selected in the sample. You will have three Control Sheets for each PSU--one for schools selected for 9-year-old assessment, one for schools selected for 13-year-old assessment, and one for schools selected for 17-year-old assessment.

b. National Assessment Descriptive Materials (see description in B.2 of this chapter).

c. A sufficient supply of Student Listing Forms (SLFs) for 9-year-olds (blue), 13-year-olds (green), and 17-year-olds (white) to distribute to principals.

d. Extra copies of the Principal's Questionnaire (for principals who may not have received a copy or failed to bring it to the meeting).

e. Special Sessions Recording Forms.

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* An example of this form is shown at the end of this chapter.

f. Supply of Summary of School Tasks for each age group (also color coded).

g. Extra NAEP folders.

h. This manual (for reference).

2. Tasks To Be Performed

During the meeting it will be your responsibility to:

a. Collect and check completed Principal's Questionnaires.

b. Answer questions concerning National Assessment, using materials provided you. Call your Regional Supervisor about questions you are unable to answer.

c. Explain the tasks that will be required of each school in National Assessment.

d. Distribute appropriate Student Listing Forms and explain method of completion; also distribute appropriate Summary of School Tasks.

e. Determine the dates of assessment weeks.

f. Have principals enter date of assessment week on Summary of School Tasks and tell them you will confirm all arrangements prior to that week.

g. Verify information on and complete the PSU Control Sheets.

h. Obtain information on schools with special sessions.

i. Inquire about possible EA candidates when necessary.

j. Discuss with principals of schools selected for 17-year-old assessment the Nonresponse Followup and Supplementary Frame assessment.

If a school is not represented at the meeting, visit the school to talk with the principal and/or the coordinator unless participation is in question. If you are unable to visit the school, you must notify your Regional Supervisor which school you were unable to visit and why. If the principal has appointed a coordinator who does not attend the meeting, you should call the coordinator as soon as possible to discuss the tasks and answer the coordinator's questions. Remember, you will leave the PSU expecting

the work to be completed properly upon your return; it is well worth the effort to talk personally with the person who will actually complete the work to insure that he or she has a thorough understanding of the tasks to be done.

You may also have to visit some of the schools to make arrangements for completion of the SLFs required for the sample selection of students during assessment week. Each of the tasks outlined above is described in detail in the sections that follow.

B. Specific Tasks at Introductory Meeting

1. Collecting Principal's Questionnaires

As the principals arrive, collect and check all questionnaires* for missing data and assist the principals in completing them if necessary. The guidelines below are given for your use in answering questions. You are not to read them to the group.

a. Question 1 - This information is essential for determining on a probability basis the number of packages and group size to be assigned to the school and must be included on the questionnaire. If exact information cannot be obtained, determine the approximate enrollment and average daily attendance by grade. Average daily attendance may be an absolute number or a percent and may be based on the previous school year.

b. Question 2 - The response to this question will have to be made on the principal's judgment.

c. Question 3 - Option E of this question should include those people who would normally be included in A-D but who are not working full time and are not on welfare; e.g. migrant workers, seasonal factory workers, etc. Options E and F are, therefore, mutually exclusive.

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* A copy of this questionnaire is in Appendix A.

d. Question 4 - The racial and ethnic categories in this question are defined as follows:

(1) Category A:

American Indian or Alaskan Native -- A person having origins in any of the original people of North America, and who maintains cultural identification through tribal affiliation or community recognition.

(2) Category B:

Asian or Pacific Islander -- A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands and Samoa.

(3) Category C:

Hispanic -- A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish Culture or origin, regardless of race.

(4) Category D:

Black, not of Hispanic Origin -- A person having origins in any of the black racial groups of Africa.

(5) Category E:

White, not of Hispanic Origin -- A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

e. Question 5 - Most principals will know if their school is eligible for Title I assistance. If not, the principal's superintendent will have the information.

Missing Principal's Questionnaires must be obtained before leaving the PSU. Do not instruct principals to mail completed questionnaires to you or RTI. If the principal cannot give you all the information, at least determine the approximate enrollment and average daily attendance by grade in Question 1 and return a partially completed questionnaire to RTI. If necessary, it is permissible to take the information over the telephone from the principal or a designated representative.

2. Explaining National Assessment

One purpose of your first visit to the PSU is to clarify questions in regard to National Assessment. Therefore, you must be prepared to give a brief introductory statement, and you must also be able to answer questions in regard to the project.

The statement regarding the NAEP project in Chapter I and the informational materials included in Appendix A may assist you in this task. These materials have been sent to the superintendents and principals prior to the meeting, and hopefully, have been read. There is also a prototype speech and an outline of National Assessment's development in Appendix D which may prove helpful in preparing your own presentation.

In addition to the informational materials sent to superintendents and principals, you will be supplied with the following:*

a. A membership map of the Education Commission of the States.

b. An organizational chart showing the interrelationship between the Education Commission of the States and the National Assessment staff, followed by a list of the National Assessment staff and their responsibilities.

c. A general description of how National Assessment differs from other standardized testing programs.

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* Copies of these materials are in Appendix C.

d. A suggested Press Release.*

e. A letter from Warren G. Hill, Executive Director of ECS, regarding parental consent and student participation in National Assessment.*

f. Copies of suggested parental informational and permission letters.

g. Handouts for teachers and students (black and white pamphlet).*

h. A recent NAEP Newsletter.**

i. National Assessment Publications List (order form).**

You should be familiar with all the materials and use them as necessary to answer any questions.

In addition to the above items, you will be supplied with copies of a NAEP report to distribute to each superintendent or private school official at the end of the meeting. If other school officials ask for copies of this report, explain that the superintendent has a copy and give them the details on how it may be ordered (through use of the NAEP Publications List). Superintendents and principals of participating Year 11 schools will receive reports outlining Year 11 assessment results as they are published.

If questions regarding the exercises are raised, explain that our normal procedures are not to show the actual exercises to be administered to the students to anyone except the participating students. Because NAEP releases approximately one half of the items administered each year, security of the unreleased items (used to measure change over time) is of utmost importance. A Demonstration Package containing example exercises was included in each folder sent to superintendents, private school officials, and principals. If school officials insist on seeing the actual packages, notify your Regional Supervisor immediately of such a request. He will advise you on what action is to be taken.

The Background Questions, designed to determine the correlation between home environmental factors and performance on NAEP exercises, are printed on the back of the Demonstration Package.

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* Supplied in quantities to hand out as necessary.
** Included in the superintendents' and principals' mailouts.

If a school will not permit the administration of one or more of the Background Questions, you must note the restriction in Part B of the appropriate Weekly Status Report*, instruct your EAs not to administer these questions (and insure that they do not), and include a memorandum describing this restriction with the completed packages when they are shipped to MRC.

If a school official inquires about notifying parents concerning the assessment, try to talk to the official on an individual basis after the meeting. Give the official the letter from Warren G. Hill. You should politely explain to the school official that the law does not require parental notification for the National Assessment project, but that if it is a requirement of a particular school district or school, we certainly will work closely to coordinate this. During discussions with school officials regarding parental notification, be sure to emphasize that elaborate precautions are undertaken in order to safeguard the anonymity of all students. Since participating students' names are never taken from a school building and school officials are instructed to destroy all schedules, SLFs, etc. six months after assessment, no followups with participating students are possible.

Show the school official copies of the two parental informational letters: one for all students in the specified age class, the other for students actually selected in the sample. These letters provide the parent with information about the purpose and scope of National Assessment. You will be supplied with an ample quantity of these letters so that you can furnish them to school officials who decide to use them.

Occasionally, school officials may decide that some form of parental permission will be essential before students within their jurisdiction can participate. If so, first show the school official copies of the before and after sample selection implied consent letters. These letters require a

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* See Chapter XIV, B.2.

parental signature only if the parent does not want the child to participate. If there is no response to the letter, it is assumed that participation is granted. If the implied consent letter is not adequate, show the school official copies of the before and after sample selection parental permission letters. These letters require that the parent sign the letter and indicate whether permission to participate is granted or denied. If there is no response to the letter, is is assumed that permission is denied. Since the response to this letter is generally poor, it is advantageous to send a followup letter. Therefore, if the parental permission letter is to be used, you should discuss with the school official the possibility of sending a followup letter. Once a decision has been reached, notify your RS of the type of letter(s) to be used and the quantity needed. He will see that the letter(s) is printed and sent to the school.

There is always the possibility that representatives of local news media will ask you to provide information about National Assessment and the local school system's involvement. These requests may come during your first visit to the PSU or they may be made when you return to the PSU for assessment. A press release explaining assessment has been prepared and copies are provided for your use. Upon review and prior approval of all school officials (superintendents, principals, etc.) involved, a copy of this release may be given to any bona fide representative of local newspapers and television and radio stations who desires information about National Assessment or specific details on your role in the study. If reporters want more information than is provided in the release, refer them to the National Assessment Department of Operations (the name and phone number are on the press release). If a representative of the news media is unwilling to accept this policy, contact your Regional Supervisor for advice on handling the situation. UNDER NO CIRCUMSTANCES ARE YOU TO MAKE COMMENTS REGARDING NATIONAL ASSESSMENT FOR

PUBLICATION OR BROADCAST. This rule is not be be construed as a lack of confidence in your abilities, but is merely a device to insure that a uniform statement on National Assessment is being presented in all parts of the country.

3. Explaining the School's Role in National Assessment

When discussing the school's role in assessment at the initial meeting, be sure that you have a clear picture in your own mind of the tasks involved or you might give the impression that assessment requires more of the schools than it actually does. The major task of the school is completed by supplying an accurate listing of students as specified on the SLFs. In addition to this, the school must supply the rooms for assessment and the principal should appoint a coordinator to see that the students selected for assessment are notified of their appointments and appear as scheduled. If the school has a small staff, the principal may elect to act as the coordinator.

It is usually advisable to describe the school's role at the introductory meeting in terms of chronological involvement; that is, before, during, and after assessment. Therefore, the subject is discussed below in these terms.

a. Before Assessment

The only thing required of the schools before assessment week is the completion of the SLFs which you will distribute at the meeting. Since principals involved in the assessment of all three age classes may attend the same meeting, the SLFs have been printed on different colored paper to make them easily distinguishable for distribution. The SLF for 9-year-old students (born during the calendar year of 1970) is printed on blue paper; the SLF for 13-year-old students (born during the calendar year of 1966) is printed on green paper; the SLF for 17-year-old students (born during the period October 1, 1962 through September 30, 1963) is printed on white paper.

Usually, a school will be involved in the assessment of only one age class; however, it is quite likely that there will be a few schools involved in the assessment of more than one age class. Each principal will have to estimate the number of pages needed for each age class to be assessed in the school. Each page has space to list the names of 25 students. (SLFs are packed 100 pages per package.) Be liberal when you are distributing the SLFs. If there is a question in a principal's mind as to the number needed, extra pages should be given to the principal. At this time, also give each school representative a copy of the "Summary of School Tasks"* and an SLF storage envelope** for each age class in which the school is involved. The "Summary of School Tasks" for each age class is printed on the same color paper as the SLF for the age class.

When the SLFs are distributed to the principals, explain that we need columns 1-5 completed for each*** student, regardless of grade, who was born within the year specified on the SLF so that each eligible student will have an opportunity to be selected in the final sample. SLFs for Age Classes 1 and 2 should be completed as near as possible to the scheduled week of assessment for the age class in the PSU. Age Class 3 principals should be told that the target date for the completion of SLFs is the first day of the scheduled week of assessment for Age Class 1 in their PSUs. This will help insure timely preparation of Age Class 3 SLFs for early sample selection of Age Class 3 schools. SLFs should be completed by the school staff from home-room record books or from central files. If the principal indicates that this will be a problem in the school, talk to the principal individually (after the meeting, if possible) and ascertain the nature of the problem.

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* A copy of this form for 13-year-old assessment is shown at the end of the chapter.

** A copy of the cover of this form is shown at the end of the chapter.

*** Section D of the chapter describes a technique which may enable a school to list a subsample of the eligible students, rather than all.

Ask for permission to have an EA complete the form from school records, if available. If permission is given, make an appointment with the principal and explain that an EA will complete the form at no expense to the school. If the only way we can have the form completed is to pay a staff member or a responsible high school student, inform the principal of the rate of pay, which is the hourly wage paid EAs in the PSU. If this is not satisfactory, determine what would be and call RTI for instructions. Completed SLFs should be placed in the SLF storage envelope and kept at the school.

Schools should be given the option of providing another type of listing if one is readily available. If the school can provide a computer listing of only age-eligible students showing grade, sex, and birthdate, it will not be necessary to complete the Student Listing Form. This listing should be placed in the SLF storage envelope in place of the Student Listing Form.

If the large schools indicate that they are unable to complete the SLF for all students in the specified age class, determine the reason, and, if necessary, make arrangements with the principal to have an EA (or staff member) do the listing of a subsample, following procedures outlined in Section D of this chapter. Before offering the option of subsampling to a school, check the PSU Control Sheet to determine if this option is available for the school. Schools to which this option is not available are identified on the PSU Control Sheet by "All" in Column 7.

Whatever method the principal chooses, be sure it is understood that the SLF must be completed before, and preferably one week prior to, the specified date for assessment or sample selection and kept at the school until you or your EA arrive. If the school has special or modular sessions, the SLFs for each session are to be kept separate.

Generally, school personnel are to list on the SLF each student who meets the definitions on the SLF. There are three exceptions to this--non-English speaking students, educable mentally retarded (EMR) students, and functionally disabled students. These exceptions are discussed below to help clarify NAEP's policy and to give guidelines to the DS. These exceptions must be discussed with school officials, and the procedures for keeping count of the ineligible students must be explained.*

The population for NAEP, at each age level, is an English-speaking population. We do not use interpreters, and we do not translate our materials into other languages.

Students who do not speak (or read) English should not be listed on the SLF. NAEP does not have an instrument for determining proficiency in the English language. Therefore, school personnel must determine this for us. You should speak with the principal and possibly other knowledgeable school personnel. Explain our normal mode of presentation (paced tape) and ask the school personnel involved in the decision not to list on the SLF those students who would not be able to overcome the language barrier (understand the task, respond in written English as necessary, etc.).

The population for NAEP, at each age level, does not include EMR students (mentally retarded or emotionally disturbed). Schools that are established for these students are excluded from our population of schools if they are identified as we establish our school frame or contact superintendents.

EMR students are sometimes determined by psychological tests. However, many school districts do not have the funds to provide for these tests or for special schools. Therefore, the students may be identified as EMR but remain in the regular schools, or may not even be officially identified.

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* Use the Summary of School Tasks; explain the "Count of Ineligible Students." This form should be completed and kept in the SLF storage envelope with the Student Listing Form until the District Supervisor arrives to select the sample.

Students who cannot perform in a normal "testing" situation should not be listed on the SLF. If psychological tests are not used, it is the decision of the principal and staff as to whether or not a student is in this category, and we must abide by this decision. However, make it clear that we do not want students excluded only because of poor academic performance or normal discipline problems. We want only those students excluded who cannot give meaningful responses to exercises at their age level. In summary, students to be classified as EMR are students who have been psychologically tested as EMR or students who are considered EMR in the professional opinion of the principal or other qualified staff members.

Students who are so functionally disabled (temporary or permanent physical disability) that they cannot respond to the exercises as they are normally administered (paced tape) should be excluded from the sample and should not be listed on the SLF; make it clear, however, that functionally disabled students who can respond to the exercises should be included in the sample.

b. During Assessment

As noted earlier, the school principal may appoint a staff member, preferably a school counselor, to act as coordinator or the principal may choose to act as coordinator. It will be the coordinator's responsibility to notify the students who are to participate in assessment (and their teachers) of the date, time, and place of package administration. You should stress with the coordinator the importance of insuring that each selected student appears for assessment. It is also advisable at this time to point out the necessity of conducting makeup or followup administrations if quorums are not achieved. Previous RTI studies have defined the most successful methods for locating students. You should obtain permission, if possible, to use one of the location methods listed below in order of preference:

1. Call students to session over a public address system.

2. Request coordinator or runner to go room to room to call students.

3. Notify teachers in advance, giving a schedule of the sessions and the students involved and ask teachers to send students to sessions.

4. Notify students in advance by use of Appointment Cards. The Appointment Cards should be completed and given to the coordinator for distribution.

The coordinator also should be available to call students if they do not appear for their appointments.

The school must also make available the space required for assessment. A study conducted by NAEP in Year 02 showed that about three percent of all administrations conducted that year were in rooms or areas where the DS felt that the quality of the assessment was adversely affected by noise or other distractions. This study indicated that cafeterias and hallways are not conducive to optimum testing conditions. It also indicated that, in some schools, libraries and school offices are inferior places to conduct assessment.

Bear in mind that a group administration usually requires seating and workspace for up to 25 students, a small table for the EA, and an electrical outlet for the tape recorder. In some situations it may be convenient to have two EAs in separate rooms to conduct two sessions at the same time. You will know the exact space requirements in a school only after you receive the Package Assignment Form indicating the number of administrations to be held in the school. If at all possible, assessment rooms should be comfortable (well lighted and adequately ventilated) and they should not contain maps and/or other teaching materials. If any of the latter are present, they should be concealed.

Because the number of administrations assigned to a school cannot be determined until PSU Control Sheets have been received at RTI, you will

be unable to give this information to the principals; however, the maximum number assigned to any school will be 10. Each selected student will participate in only one administrative session lasting approximately one hour.

c. After Assessment

In general, there will be no school involvement after assessment is completed. All school officials should be assured that assessment results will not be analyzed on an individual student, school, or district basis and no names of individual students, schools, or districts will be released to the public. Names of participating students will at no time leave the school premises. Each assessment package will be identified by an I.D. number only.

After package administration has been completed in a given school, you or your EA will give the principal or coordinator the envelope containing the SLF, the form on which has been entered the count of ineligibles, and a copy of all Administration Schedules. The school will be requested to keep these forms for a period of six months so that data can be checked if this should be necessary. Principals should also be told that there is a possibility that your supervisor may come to the school during the six-month period for a quality control check and will need these forms for that purpose. After six months these forms are to be destroyed. You will be supplied with postal cards to leave for the principal or coordinator to complete and mail after these forms have been destroyed. The principal or coordinator should be requested to enter the projected date of destruction on the school calendar as a reminder.

4. Determining Dates of Assessment

To those present at the meeting, propose the dates of assessment that will best fit your own schedule. Remember that in each PSU assigned

to you, you will have to spend one to two weeks between October 8 and December 14 for 13-year-old assessment, between January 2 and March 7 for 9-year-old assessment, and again between March 3 and May 9 for 17-year-old assessment. It is advisable to schedule assessment in the same order in which the meetings are conducted (e.g., the first PSU where meetings are held is scheduled for assessment October 8, etc.). However, be sure to discuss with the principals prior school commitments; vacation weeks; holidays; other local, district, or state testing; etc.* and arrange your schedule so that you can complete the assessment of an age class in the allotted time. The schedule allows nine weeks for each age class assessment.

When assessment weeks have been agreed upon, have the principals enter the week(s) scheduled in the proper space of the appropriate Summary of School Tasks. You should have already entered your name, address, and telephone number in the proper spaces. Also, inform the principals that you will confirm the exact assessment dates 7 to 10 days prior to assessment week.

5. Completing PSU Control Sheets

Enter your name and the scheduled date for assessment week(s) in the spaces provided in the upper left-hand corner of the Control Sheet, taking care that the date entered is that scheduled for the age group shown on the Control Sheet. Since this is an updated list, Columns (1) - (5) should require no changes; however, check the information in these columns with that on the Principal's Questionnaires and reconcile any differences. This information must be the same on both forms.

* It is desirable that school tests, fire drills, and other similar school activities are not scheduled during assessment week.

In Column (2), space is provided for you to enter the name of the school coordinator, if one has been appointed. If the principal is to act as coordinator, enter "Principal". The names of the principal and school coordinator will appear on the Package Assignment Form for each school.

Column (5) of the PSU Control Sheet shows the minimum number of eligible students required for the sample in each school and the RTI estimate of the approximate number of eligible students enrolled at the school. It is essential that you check with each principal to determine if there are <u>at least the minimum number</u> of students for the specified age class enrolled in the school; however, do not leave the impression that this is the number of students who will be selected. Make no changes in this column if the number of students in the age class exceeds this lower figure; however, if fewer than the minimum number of students of the specified age class are enrolled in the school, ask the principal for the <u>best</u> approximation of the number enrolled and correct the figures in Column (6). The larger number, which is the estimated number of total eligibles in the school, is general resource information provided to enable you to get a better feeling for the size of the school, how many SLFs to distribute, etc. <u>Remember, this is just an estimate</u>.

In Column (7) you must specify whether the SLF will be completed for all students in the specified age class or for only a <u>sample</u> of students (subsampling) by writing "All" or "Sample" by each school listed.*

Instructions for completing the PSU Control Sheet are also listed at the bottom of the printout.

---

* Column (7) has been completed for schools in which subsampling is not allowed. If subsampling is used, follow instructions in Section D of this chapter.

6. Obtaining Information on Schools with Special Sessions

During the introductory meeting it will be your responsibility to question each principal about situations which may prevent you from following your normal sample selection routine and your normal assessment schedule. Examples of such situations are split sessions, modular sessions ("open campus" school arrangements), distributive education programs, and similar situations which allow a substantial number of students to be routinely inaccessible during the school day. A Special Sessions Recording Form* is provided for recording this information when such a situation exists. This form should be completed by you and attached to the appropriate Principal's Questionnaire. This information will be forwarded to sampling for their use in assigning packages to schools. The form is printed on NCR paper to provide you a copy for reference when you receive the Package Assignment Forms for a school with special sessions.

In recent years, problems have arisen with schools having irregular schedules of attendance. Many times DSs have not been aware of a special schedule at a school until they arrived for assessment. In some cases this resulted in a loss of packages and/or added work for the DS. Obtaining prior information concerning these situations hopefully will eliminate the occurrence of such problems.

During the introductory meeting you must ask each principal about the school's daily schedule. Ask specifically whether there are two groups of students enrolled in the school who attend school on different schedules (split sessions). An example would be a high school where the 10th grade students attend from 8:00 a.m. to 1:00 p.m. and 11th and 12th grade students attend from 10:00 a.m. to 3:00 p.m. If such a schedule exists in a school, it is to be entered in Part A of the Special Sessions Recording Form.

* An example of this form is shown on the next page.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

O.M.B. No. 051-R-1204
Approval Expires 9/30/81

SPECIAL SESSIONS RECORDING FORM

This report is authorized by law (20 U.S.C. 1221 e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Primary Sampling Unit _____ School Number _____

Name of School _____

INSTRUCTIONS: If school has split sessions, complete Part A below. If school has modular sessions or if students are routinely away during the school day (work-study programs, Distributive Education) complete Part B below. A separate package assignment will be prepared for each split session and module listed below. Retain the copy of this form so that the package assignment for each split session and module can be identified.

Part A: Split Sessions

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Session A													
Session B													

Time: Session A begins at _____ and ends at _____.

Session B begins at _____ and ends at _____.

Part B: Modular Sessions

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Module A													
Module B													
Module C													

Total eligibles Module A _____. Available _____.

Total eligibles Module B _____. Available _____.

Total eligibles Module C _____. Available _____.

Part C: Other

Complete for any school with open classes; i.e., students leaving between classes. Include an explanation of the class schedule, number of eligibles, and time and place when eligibles are available for assessment.

_____

_____

_____

_____

_____

NIE Form No. 2371-14 Distribution: White copy to RTI; Yellow copy retained by DS.

Also, ask each principal attending the introductory meeting whether or not the school has modular sessions. Modular sessions would include the "open-class" schools where the students are required to be on the school premises only during hours for which they have classes scheduled. Usually the school administration will have arranged daily schedules in such a way that groups of students will attend at various times during the day or that particular subjects will be taught at specific times during the day. It will be your responsibility to ask the principal to identify the specific class periods when eligibles will be on campus. You should consider each of these periods of time as a module and complete Section B of the Special Sessions Recording Form.

Another example of modular sessions would be a school which has buildings separated geographically. In this instance you should consider each building as a module and complete Section B of the form accordingly.

To complete Section B, you must obtain from the principal grade-by-grade enrollments for each module, an estimate of the total number of eligibles in each module and the times at which they would be available for assessment. It is very important you obtain good estimates since packages will be assigned on the basis of this information.

Section C of the form pertains to other situations which would affect your assessment schedule. Examples of such situations would be work-study programs where students attend school one-half of the day and work away from school the other half of the day, or where students are enrolled in the sample school but attend a vocational building elsewhere. You must gather as much information as possible concerning these situations for sampling to make proper package assignment. Also, where students attend another building, a determination must be made by you in conjunction with the central office as to procedures for making initial contact with those school officials. The objective

of the Special Session Recording Form is to facilitate later assessment activities. Therefore, any information which you can obtain from the principal about irregular attendance situations at the school will be extremely helpful to RTI in preparing package assignment forms and to you when you return for assessment.

7. Explaining Special Procedures for Schools Involved in 17-Year-Old Assessment

a. Selecting Student Samples for 17-Year-Old Assessment

While actual sampling procedures for 17-year-old assessment will be identical to those for other age classes, most sample selection will occur during January or February when you visit the PSU for 9-year-old assessment. Any Age Class 3 school with 3 or more assigned administrations must be sampled during the scheduled week of Age Class 1 assessment in the PSU. Sample selection during Age Class 1 assessment is optional in any Age Class 3 school assigned one or two administrations.

Because you will not know at the time of the introductory meeting what the Age Class 3 package assignments will be, instruct Age Class 3 principals to complete the SLFs during the week prior to the week scheduled for Age Class 1 assessment in the same PSU*. Tell the principals that you will inform them by confirmation memo or phone call whether or not their schools will be sampled early; if so, the memo will arrive approximately two weeks prior to the week during which you plan to select the sample.

If an Age Class 3 school with 1 or 2 assigned administrations will not be sampled during Age Class 1 assessment, you must telephone the principals of these schools prior to leaving the PSU during Age Class 1 assessment. Inform the principal that you will not be selecting the sample

* Be sure each principal understands that although the student sample may be selected during January or February, actual assessment will not take place until March or April.

in the school at this time and that the SLF should continue to be updated until the week you return to conduct Age Class 3 assessment in the PSU.

Selecting Age Class 3 samples early will afford each school ample lead time in notifying students, obtaining parental permission (if necessary), and in the completion of all other preparatory activities. It will be necessary to update the list of eligibles just before assessment is conducted in March or April (deleting students who have dropped out or transferred and adding those who have enrolled in the interim). Students who have enrolled in the interim will be given a chance of inclusion in the sample (see Chapter XII).

b. Nonrespondent Followup

Since the inception of NAEP, response rates among 17-year-old students have been much lower than those for 9- and 13-year-olds. The nature of high schools is probably the factor which contributes most heavily to this problem. The high schools generally have higher absentee rates, larger enrollments, more difficulty contacting students, a variety of work-study programs, etc. An additional major obstacle is the time of year in which Age Class 3 assessment is conducted; graduation practice, final exams, etc. reduce the number of available 17-year-olds. NAEP and RTI consider an 80 percent response rate among 17-year-olds essential to insure credibility of the assessment data and to minimize bias associated with nonresponse problems. Analysis of previous data has determined that nonrespondents definitely tend to have different characteristics from regular respondents. For example, they tend to miss school more frequently, receive poorer grades, take fewer courses, and have more vocational-occupational oriented goals than regular respondents. The problem of nonresponse is very serious. To help correct this problem, a Nonrespondent Followup is conducted in

17-year-old schools. You should emphasize to school coordinators the importance of a high response rate and encourage them to use the most effective means possible of notifying the selected students of the time and place of assessment. (See pages 13 and 14 of this chapter.)

You will be thoroughly trained on all Nonrespondent Followup procedures prior to 17-year-old assessment. However, because you will be meeting with Age Class 3 school officials in the fall, it is essential that you convey to them the following Basics of the program:

(1) There are no quorums for administration sessions at Age Class 3; consequently there will be no make-up sessions. However, if the student response rate for the school is less than 75.0%, a followup will be conducted.

(2) The followup will be conducted on the day following (preferably) or a later day following the completion of the last regularly scheduled administration in the school.

(3) No more than two followup sessions with a maximum of 40 students per session will be conducted in a school.

(4) Students who fail to appear for regular assessment will be assigned a followup package, on a sample basis if necessary to assure no more than 40 students per session.

(5) After the followup session(s), the school may be asked to complete a short questionnaire for up to 10 students who did not appear for a followup session.

c. Supplementary Frame Assessment

Approximately 10% of 17-year-olds have no chance of being included in the in-school assessment because they are not enrolled in school when the Age Class 3 assessment is conducted; they have withdrawn from school or completed graduation requirements earlier than other of their age groups.

The Supplementary Frame assessment is designed to assess a sample of these students.

Approximately one-half of the Age Class 3 schools in your district have been selected for the Supplementary Frame assessment. Explain to the principals involved in this assessment that for all 17-year-olds to be represented in National Assessment it is necessary to try to locate and assess those students not assessed in school; that is, withdrawals and early graduates. In order to do this the schools involved will be requested to provide you with a list of the withdrawals (born 10-1-62 through 9-30-63) during the 1977-78 and 1978-79 school years and in the 1979-80 school year to the first date of 17-year-old assessment in a particular PSU. Also, from all schools in the Supplementary Frame sample which have a twelfth grade, a list of the individuals (born 10-1-62 through 9-30-63) who graduated between January 1, 1978 and the first date of 17-year-old assessment in a particular school will be requested. These lists will be forwarded to RTI where a probability sample of these out-of-school 17-year-olds will be selected. During the summer of 1980, these sample individuals will be followed up and assessed. Detailed instructions regarding the Supplementary Frame assessment will also be sent to you at a later date. Schools which have been selected for inclusion in the Supplementary Frame, however, should be notified of their involvement at the initial meeting. Listing forms and other necessary materials can be given to the principal or coordinator when you visit the school in January or February.

If it appears that a school official is unwilling to participate in this phase of the assessment, explain that it is not necessary that the school provide the lists. Do stress the importance of the study, but do <u>not</u> jeopardize the regular assessment in a school by undue pressure on the school official. If a school is willing to participate in regular assessment

but refuses participation in Supplementary Frame assessment, try to determine the reason(s) for the refusal and call Donn Smith at RTI immediately after the meeting.

8. Other Tasks

When necessary, obtain from the superintendent or the principals names of possible EA candidates; be sure they understand the EA qualifications (see Chapter IX). Also be sure to make appointments with those principals to whom you must provide assistance in completing SLFs, and to discuss, when applicable, other visits or phone calls to talk with the coordinator, to obtain data for the Principal's Questionnaire, or to look at assessment sites. Explain subsampling in detail to the principals and coordinators who plan to use it. Make appointments to visit the principals and coordinators who do not attend the meeting.

C. Disposition of PSU Control Sheets and Principal's Questionnaires

Immediately following the last meeting in a PSU, check each PSU Control Sheet to assure that your entries in the upper left corner are correct, that any necessary corrections have been made in Columns (2) - (6), and that there is an entry in Column (7). Be sure to record the scheduled week(s) of assessment in the appropriate space at the top left-hand corner of each control sheet. Mail one copy to RTI together with all appropriate Principal's Questionnaires (and information on special sessions where applicable) for every school listed on the Control Sheet. It is essential that RTI receive this information as soon as possible in order that package assignment production may begin.

D. Special Instructions for Completing the Student Listing Form for Only a Sample of Students (Subsampling)

As indicated on page VIII-11, if a school can supply a listing of only age-eligible students, including grade, sex, and birthdate, it will not be necessary for the school to complete the SLF or to subsample the list. This listing should be placed in the SLF storage envelope in place of the Student Listing Form.

1. When to Subsample

If a list of only age-eligible students is unavailable, schools with large enrollments of students will probably find it advantageous not to have to list every eligible student on the SLF. If the school can supply a list (computer printout, card file, or some other form of list) of all students in the school including grade, sex, and birthdate, the school will have a choice* of:

a. Completing the SLF for all eligible students, or

b. Completing the SLF for a sample of the eligible students.

If the second option is chosen, a random start number and a count interval are provided on the PSU Control Sheet in Columns (8) and (9) respectively.

School personnel or EAs should be instructed to exclude ineligible students (out-of-range birthdates or as specified on the Summary of School Tasks) from the entire list of students. The counts of those who are age-eligible but excluded because they are non-English speaking, EMR, or functionally disabled should be entered on the "Count of Ineligibles" with the Summary of School Tasks. Sampling from the list should be done only after the ineligible students have been excluded and enumerated.

* Schools to which this option is not available are identified on the PSU Control Sheet by "All" in Column (7) and "1" in Columns (8) and (9).

2. An Example

Suppose that for a particular school, Columns (6), (7), (8), and (9) appear as follows:

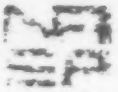
Student Listing Form Status

Minimum Number of Eligibles Required	Completed For All Or Sample	For Sample Only Start Number	For Sample Only Count Interval
(6)	(7)	(8)	(9)
40 (205)	Sample	3	4

If the SLF is to be completed for a sample of students from a list, (or card file) the list would be completed by recording the name of the 3rd eligible student on the list and every 4th eligible student thereafter; that is, names listed on the SLF would be the 3rd, 7th, 11th, 15th, etc., counting through the entire list. If the SLF is to be completed for only a sample of students or the principal has requested assistance in completing the form, it will be your responsibility to give this assistance or to instruct an EA or school employee on the completion of the SLF prior to assessment week.

Caution: The Column (6) entry of the PSU Control Sheet gives the minimum number of eligible students required in the school to select the sample of students to be involved in National Assessment. Normally, many more names will be listed on the SLF than the number given in Column (6). You should not, under any circumstances, stop listing names on the SLF until you have gone through the entire list.

Remember that a Column (7) entry is required for every school listed on the PSU Control Sheet. If the SLF is to be completed for all eligible students in the school, enter "All" in Column (7). If the SLF is to be completed for only a sample of the students, enter "Sample" in Column (7). This information will be incorporated in the sampling instructions on the Package Assignment Form (discussed in Chapter XII).



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SUMMARY OF SCHOOL TASKS

13-Year-Old Assessment

Below is a summary of the tasks requested of schools participating in National Assessment. The responsibilities of the person designated as school coordinator are:

1. Insure that columns 1-5 of the green Student Listing Form are completed for each age-eligible student enrolled in the school. An age-eligible 13-year-old student is defined as any student, regardless of grade, born during calendar year 1966. The only students born during 1966 who should not be listed on the Student Listing Form are those who are non-English speaking, educable mentally retarded or functionally disabled. The Student Listing Form (see attached example) should be completed by school personnel using school records, not by the students themselves. To insure that information on the Student Listing Form is up-to-date, the list should be prepared approximately two to three weeks before the date indicated below and kept at the school until the National Assessment District Supervisor arrives.

NOTE: If the school can provide a computer list of students born during 1966 showing grade, sex, and birthdate, it will not be necessary to complete the Student Listing Form. It will be necessary, however, to update the computer list and to identify students who fall into the three categories of ineligibles specified above.

2. Record on the attached page the number of students who were born during calendar year 1966 but who are not eligible to participate in National Assessment because they are non-English speaking, educable mentally retarded, or functionally disabled. These counts should be given to the District Supervisor along with the Student Listing Form.

3. Notify all teaching personnel of the assessment week and the possibility that some of their students will be involved. Descriptive materials for this purpose are available from the District Supervisor, if desired.

4. Work with the District Supervisor in arranging the space required for assessment. Generally, we will need access to a room containing 25 desks or stations, comfortably spaced, a desk for our administrator, and an electrical outlet for a tape recorder.

5. Insure during assessment week that the students selected for participation are at their scheduled assessment sessions. The District Supervisor will draw the sample of students and arrange a schedule for assessment with the coordinator.

Our District Supervisor will be at your school to select the students that will be participating in National Assessment, and to conduct the assessment(s) during the week of _____.

If any problems arise in carrying out these tasks, please telephone Donald G. Smith, National Field Director, toll free at 1-800-334-8571.

COUNT OF INELIGIBLE STUDENTS BORN DURING 1966

An ineligible student is defined as one who is non-English speaking, educable mentally retarded, or functionally disabled. Please indicate below the number of students enrolled in your school who were born during calendar year 1966 but who are not eligible to participate in National Assessment.

Non-English Speaking _____

Educable Mentally Retarded _____

Functionally Disabled _____

Please retain this count and give it to the National Assessment District Supervisor along with the Student Listing Form.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
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VIII-30

____ year old ASSESSMENT

Please retain the enclosed Student Listing forms until _____, _____, then destroy
(MONTH) (YEAR)

93

Thank you

CHAPTER VIII PSU CONTROL SHEET

OMMITTED DUE TO CONFIDENTIALITY

IX. RECRUITING EXERCISE ADMINISTRATORS

It is your responsibility to recruit Exercise Administrators as needed. Your need for assistance in Year 11 is dependent upon a number of factors that will be discussed in this chapter. Prior to recruiting any EAs you should review this chapter carefully and familiarize yourself with each PSU at each age class. It is very important that you have sound justification for your plan of using EAs in Year 11.

Generally, you should plan on using two EAs to assist you in a PSU. Depending on a number of factors the number of EAs may vary from PSU to PSU. Some of the factors you should consider when making decisions on EA usage are:

1. The number of schools in a PSU.
2. The distance between schools.
3. Any known scheduling problems; e.g., vacation periods, irregular school schedules, a number of open campus (modular session) schools, etc.
4. Weather conditions during certain times of the year.

Obviously, these factors will have a bearing on the type of schedule and work assignment you can plan.

During Age Class 2, each DS should average eight administrations per week. During Age Class 1, the expectation is that each DS average three administrations per week, and each DS should average seven administrations per week during Age Class 3. There may be situations that will prevent a DS from accomplishing such averages. If such situations arise, contact your RS and inform him of the circumstances. The above expectations are designed to satisfy budget requirements.

Prior to visiting your assigned PSUs to conduct introductory meetings, you should develop a plan for assessment for each PSU. As a result of this planning, the amount of EA time necessary to complete each PSU should be apparent. During the initial visits to the PSUs it will be your responsibility to recruit and select the EAs you will need for Year 11. As you recruit EAs, make clear your plan to use them in all age classes providing their work is acceptable. Do not make promises to EAs concerning the number of hours they will work. Make it clear to each EA during the initial interview that you will request help only as necessary and that this may not amount to many hours of work over the entire period. EAs are employed on a temporary hourly basis by Powerforce, Inc.

KTI and Powerforce have an affirmative action program with established goals to actively recruit, hire, and promote all job classifications without regard to race, color, religion, sex, age, or national origin. It is important that you actively recruit from all groups. Even though the goal is to recruit more minority EAs, qualifications of the candidates are paramount, since the quality of the NAEP project must be maintained.

Before you make a final decision to select an EA, ascertain that the candidate in question is reliable and has sufficient educational training to understand and follow detailed instructions and, in your opinion, is able to administer the packages correctly in a classroom setting. (An EA must have enough manual dexterity to operate a tape recorder, be able to write legibly, and also be able to read and speak distinctly.) Make certain each EA you select fully understands the basic responsibilities of the job and has no reservations about handling the assignment. An EA should be available for the entire assessment period in the PSU, but may be needed for only a short time during this period --

be sure to make this point clear. It is preferable of course to select EAs who will be able to work throughout the year.

In many cases school officials can provide names of EA candidates from substitute teacher rosters. Also, upon request, RTI may be able to supply you with some names of EAs who have worked in prior years and possibly the names of RTI interviewers who have worked in the area. Substitute teachers, on the whole, have been the best source for finding capable EAs during past assessment years. However, you should always bear in mind that you are not committed to recruit anyone who has been recommended by a superintendent or principal. You should be explicit that you are interested in considering applicants from several sources and therefore may not be able to recruit the particular ones they have recommended.

If school officials are unable to offer the names of capable substitute teachers or if substitute teacher candidates recommended by them are not acceptable to you, the officials may be able to give you leads on individuals with EA qualifications who are not on the substitute teacher rolls. Do not be discouraged if school contacts are unable to provide candidates who are willing and able to serve as EAs, for there are numerous other sources from which EA candidates can be drawn. The local office of the State's employment service and local institutions of higher education (particularly the staff of their education department) may be able to supply you with leads on candidates. Persons who have done market research and social science interviewing may be good EA candidates. Also, individuals who have registered with temporary employment agencies (e.g., Manpower, Kelly Services, etc.) may be available. Since many interviewers register with the local Chamber of Commerce, that agency or local church offices and various community action agencies may be able to put you in touch with persons with interviewing experience who could serve well as EAs.

Enter the name, address, and telephone number of each person selected on the record of EA Numbers (see Chapter XIV) and give the individual an EA Manual and a copy of the National Assessment Brochure. Be sure to record the EA's number on the cover page of each manual you distribute and enter your name, address, and telephone number in the Administrative Chart in Chapter I. Also, discuss with the EA the NAEP program's objectives and background and clearly delineate the EA's general responsibilities at the time you select the EA. Have each EA you select complete a W-4 Internal Revenue Service form and mail the form to RTI.

A part of each EA training session will be a review of the Exercise Administrator Manual. Authorize each EA to spend up to one hour studying the manual, preferably in the week prior to assessment. All other training in package administration will be carried out during assessment week. As soon as the dates of assessment week(s) are established, advise your EA of the exact date, time, and place to meet you. Reconfirm this appointment by telephone during the week prior to your arrival in the PSU.

If an EA is to assist in completing SLFs for any school in the PSU, the EA must be trained for this task before you leave the PSU, although in many cases the SLF will not be completed for weeks, or even months. After selecting an EA who is to assist in this task, make an appointment at one of the schools where this needs to be done and train the EA on proper completion of the SLF. One-half hour of training should be adequate. Inform the EA that the compensation for this work will be at the same rate as for package administration and provide an EA's Daily Production, Time and Expense Record, which should be completed and mailed to you as soon as the work is completed.

X. CONDUCTING ASSESSMENT

A. Overview of Major Tasks

During assessment at each age class in each PSU you will have the following major tasks:*

- Check each hardshell received from MRC for package count and I.D. Number range.
- Review the Package Assignment Forms for the PSU and formulate a plan for scheduling assessment activities in each school; once you have established a schedule, do not change it unless absolutely necessary; if a change is required, notify the school(s) and your Regional Supervisor immediately.
- For all age classes, complete a Confirmation Memorandum** and mail to principal or coordinator two weeks prior to assessment or early sample selection. Enter on the Memo the age group to be assessed, the actual date(s) or week you plan to conduct assessment in the school (if known) and the number of sessions assigned to the school. Enclose a Principal's Reading/Literature Questionnaire, as applicable.
- For Age Class 3 schools in which the sample is selected early, complete a Confirmation of 17-Year-Old Assessment Memorandum** and mail it to the principal or coordinator two weeks prior to actual assessment. Enter all pertinent information and enclose an Age Class 3 Principal's Reading/Literature Questionnaire.
- Confirm your arrival at the first two schools to be visited in a PSU by phone a few days prior to assessment week. Other schools may be called after you arrive in the PSU.

---

* Each of these tasks is discussed in the sections that follow.

** A copy of this form is shown at the end of this chapter.

- Pack materials needed for PSU.
- Contact EAs to inform them when and where to meet you on the first day of assessment.
- Collect and check (or account for) a Principal's Reading/ Literature Questionnaire in all schools involved in assessment.
- Complete the sample selection of students for package administrations in all schools selected in the PSU.
- Assign the packages to students, arrange schedule for administrations in the school, and complete the Administration Schedules.
- Train the EAs in package administration and distribute the necessary equipment and supplies to them.
- Supervise and coordinate the total assessment process.
- During Age Class 3, collect Supplementary Frame listing forms where applicable.
- Maintain the "District Supervisor's Weekly Status Report" on a daily basis. Report in the "Comments" section the dates you make telephone calls to reconfirm assessment; during Age Class 1 report calls made to establish the day you will be at Age Class 3 schools to draw the sample or to inform principal you will not be there. Identify schools by PSU and school number.
- Check in all materials that were distributed to the EAs before approving the EA's Production, Time, and Expense Records.
- Review each package administered to ascertain that all coding is accurate and that the Background Questions are completed correctly. Columns 3-6 on the cover page of the packages must be checked against the Administration Schedules.
- Complete School Worksheets.

- Ship packages to MRC and mail appropriate reports to RTI.
- Call your Regional Supervisor immediately if you anticipate being unable to finish the assessment in a PSU as scheduled.

B. Equipment and Supplies

1. Equipment

RTI will be responsible for providing District Supervisors with the cassette tape recorders required for Year 11 assessment. If you do not receive this equipment by September 14, call Dick Russ at RTI.

2. Expendable Supplies

The expendable supplies needed for each age class will be shipped by RTI to arrive prior to the time they are needed. These items are discussed in the sections that follow.

Remember that it is your responsibility to maintain an adequate inventory of supplies. Forms and procedures for ordering additional supplies are discussed later in this chapter. Items such as scotch tape, paper clips, etc. can be purchased in the field if you need an additional supply and reported as a miscellaneous expense on your expense report.

3. Supplies Distributed at the Training Session

At the Training Session you will be given the Lists of Schools Selected for each of your PSUs. For each school district, you will receive lists identifying selected schools and the age class(es) for which each school was selected. For each PSU you will receive forms specifying the suggested meeting date and time incorporated in a letter sent to each superintendent

4. Supplies Shipped from MRC

The District Supervisor will receive from MRC the Principal's Reading/Literature Questionnaires, the packages required for the age class to be assessed and return hardshell cover sheets.

Year 11 packages contain computer printed package numbers and pre-printed four-digit student I.D. numbers. Student I.D. numbers will be assigned to each District Supervisor and will be shipped to the District Supervisor based on this number assignment. Hardshells will contain a predetermined quantity of each package with the same range of I.D. numbers printed on each set of package numbers. Thus, for each age class, the number of hardshells you will receive will depend on the number of packages for the age class.* Packages for Year 11 are as follows:

Age Class 1 Assessment --- 9-Year-Olds

Group Package Numbers 1-11 (Reading and Literature)

Age Class 2 Assessment --- 13-Year-Olds

Group Package Numbers 1-15 (Reading and Literature**)

Age Class 3 Assessment --- 17-Year-Olds

Group Package Numbers 1-14 (Reading and Literature)

The first hardshell for each package number will include a Shipping Memo*** with the following information:

(1) DS's name
(2) Age Class
(3) Package number
(4) Range of I.D. numbers
(5) Number of hardshells per package number
(6) Date shipped
(7) MRC checker's initial

---

* Additional hardshells will be provided if needed.

** Package No. 12 also contains seven Art exercises.

*** An example of this form is shown at the end of this chapter.

During September, you will receive one shipment of hardshells containing the 13-year-old assessment packages. The hardshells containing the 9- and 17-year-old packages will not be shipped until nearer the starting date for those phases. Open each hardshell the day it arrives and check the package count. If your count does not agree with the number indicated on the Shipping Memo, call Dan Duse or Sue Worthen at MRC (319) 356-3239.

On the hardshell will be a reversible mailing label inserted in a frame. Reverse the label before shipping the hardshell back to MRC. Other instructions for the return of the packages and Principal's Reading/Literature Questionnaires are given in Section K of this chapter.

The number of packages each District Supervisor will receive will depend on the estimated number of students to be assessed within the District Supervisor's territory. Student I.D. numbers are not preassigned to a PSU. Packages should be used as nearly as possible in consecutive student I.D. number order as you conduct assessment for each age class. It will be your responsibility to pack hardshells as needed for each PSU. Instructions for packing hardshells are given in Section C of this chapter.

You will be held accountable for all I.D. numbers assigned to you. As you return used packages to MRC, receipt control will account for the I.D. numbers received. At the end of each age class, you will return all unused packages to MRC where a final accounting will be made. It is imperative that all packages assigned to you be returned to MRC.

Preprinted I.D. numbers require that the Administration Schedule and each package administered contain the PSU and school numbers. The PSU number is two digits, the school number is three digits. This combined five-digit PSU/school number will be coded on each package administered and will be checked for accuracy by MRC receipt control against the Package Assignment

Summary, the School Worksheet, and the Administration Schedule tear-offs.

The yellow tear-offs from the Administration Schedules also must be sent to MRC because they will be one of the basic quality control documents. Each tear-off must contain all information required at the top plus the student I.D. number and information in columns 3-6 for each student participating. MRC receipt control will check the used packages returned against the yellow tear-offs to verify I.D. numbers. If there are any discrepancies, calls will be made to the District Supervisors.

5. Supplies Shipped from RTI

The following supplies which are to be used in conducting the assessment of the three age classes will be shipped from RTI.*

Student Listing Forms (color coded for age classes)

School Worksheets

Group Administration Schedules

Appointment Cards (if requested)

EA Manuals

EA Administrative Instructions

NAEP Report for School Officials

DS Itinerary Reports

DS Weekly Status Reports

DS Expense Report

DS Supply Order Forms

Record of EA Numbers

EA's Daily Production, Time, and Expense Records (and Invoice)

W-4 Forms

* This list is not complete. Other supplies may be sent during the year; each shipment will include a list of contents.

Materials for Meetings with School Officials

PSU Control Sheets (prior to Introductory Meetings)

Summary of School Tasks (for each age class)

Confirmation Memos

Handouts for teachers, students, etc.

#10 Buff Envelopes

NAEP/RTI Operations Stationery

Exercise Observation Sheets

Package Assignment Forms (as needed for each age class)

Demonstration Packages

Pencils (soft-lead)

Vinyl Tape

SLF Storage Envelopes (and postal cards to be left at school)

DS Business Cards

Envelopes Addressed to RTI

The specific use and disposition of these supplies are described in various sections of this manual.

You will be supplied with four copies of each group package* stimulus tape. Stimulus cassette tapes are individually boxed, and each side of the cassette has a label printed in blue ink (Age Class 1), green ink (Age Class 2), or black ink (Age Class 3) which identifies the age class and package number of the tape. The extra copies can serve as spares in case tapes break or are otherwise inoperable. Check each of your tapes the day you receive them. If any of your tapes are not in good condition when you check them, or if you have not received tapes for an age class

* See Section B.4 of this chapter for specific package numbers.

10 days prior to beginning the assessment of that age class, call your Regional Supervisor without delay.

6. District Supervisor's Supply Order Form (NA-16)*

This form has been devised to assist the District Supervisor in ordering needed equipment and supplies from the Central Office. It is printed on NCR paper which provides an original and one copy. After you complete a Supply Order Form, break the sheets apart and send the white copy to RTI. Keep the pink copy for your records.

Complete the form in the following manner:

1. Enter your name and the date at the top of the form.
2. Enter the quantity of each specific item which you need on the line opposite that item. When ordering SLFs be sure to circle the appropriate age class.
3. If you need equipment or supplies which do not appear on this form, specify the item needed under "Other" and indicate the quantity.
4. Complete the section headed "Send to:". Enter on the blanks your home address if you wish your order to be sent to your home; if you wish the supplies to be sent to you at a hotel or motel or some other address, be sure to enter that complete address.
5. Check how you wish the shipment to be sent. Please order additional supplies far enough in advance that they can be shipped either by regular mail or bus depending upon weight. Do not request special delivery service or air freight unless you have a special situation.

* A copy of this form is shown at the end of this chapter.

Supply Order Forms may be included in your regular weekly mailing to RTI or may be mailed separately. Should you have an emergency arise relating to equipment and supplies, telephone your Regional Supervisor immediately.

7. Responsibility for Equipment and Supplies

All District Supervisors will be held responsible for all equipment and supplies signed out to them. Remember that all National Assessment materials, particularly packages and tapes, should be stored securely and kept confidential. Do not leave packages, tapes, or tape recorders in a school overnight for any reason.

C. Packing Hardshells for Assessment

When preparing to leave for a PSU, the District Supervisor is responsible for packing the hardshells for the PSU to be worked. Since the hardshells shipped to you from MRC are packed by package number and not by PSU, you must use empty hardshells (those that originally contained the shipment from MRC and/or extra empty hardshells) to pack a sufficient supply of packages for the schools to be worked.

During Age Classes 1 and 2, you can determine how many of a package to take for a school by using the maximum group size given in Part 4.A of the Package Assignment Form. This procedure will insure that you will have a package for every student. At Age Class 3, you may have drawn the sample before the week of assessment. In such a case, you will know the group sizes when you begin to pack your hardshells for that PSU. However, since updating the sample may slightly inflate the group size, you should pack a few extra packages as a precaution. In those Age Class 3 schools where you have not drawn the sample early, use the maximum group size in Part 4.A of the Package Assignment Form to determine the number of packages to pack.

When packing the hardshells for a PSU, you should pack by school number. Select from your supply of packages those group packages that have been assigned to a school. If the Package Assignment Form indicates that the maximum group size at a school is 25, select those packages with the 25 lowest I.D. numbers for each group package assigned to the school and pack them along with the School Worksheet and Principal's Reading/Literature Questionnaire for that school. Follow this procedure for every school in the PSU. In most PSUs the same group package is assigned two or three times. It does not matter which school receives the packages with the lowest I.D. numbers; however, you should make an attempt to assign packages to a school in consecutive I.D. number order.

When the work is completed for a PSU, the unused packages should be returned to your original supply. These unused packages will represent the lowest I.D. numbers in the supply and will be used in the next PSU.

D. Principal's Reading/Literature Questionnaire

A Principal's Reading/Literature Questionnaire must be completed for every school in which one or more packages are administered. This questionnaire is to be sent with the Confirmation Memo (be sure you have entered and gridded the PSU and school numbers on the back page) and collected and checked by you when you arrive at the school for assessment. The Confirmation Memo will request the principal to complete the questionnaire and hold it for your arrival. These questionnaires will be mailed to you from MRC and project memoranda concerning the questionnaires will be mailed from RTI. The Principal's Reading/Literature Questionnaire for Age Classes 1 and 2 is identical. If a school is involved in the assessment of both age classes, it will not be necessary to ask the school to complete two questionnaires. However, you must account for

a questionnaire for every school at both age classes. Consequently, if a school has completed a questionnaire during Age Class 2 assessment and is also involved in Age Class 1 assessment, do not send another principal's questionnaire with the Confirmation Memo. Enter and grid on a questionnaire for Age Class 1 the PSU number and Age Class 1 school number together with the Age Class 2 school number for which a questionnaire was completed; no other entries are necessary. All schools involved in Age Class 3 assessment are to complete an Age Class 3 Principal's Reading/Literature Questionnaire. The questionnaires are to be returned to MRC with the packages for each school.

E. Scheduling Second Sessions

It may not be possible to conduct a session when it is originally scheduled; e.g., the school closes for the day or schedules an event which makes assessment administration impossible. In such a case it is your responsibility to reschedule the session.

F. Importance of Obtaining High Student Response Rates

During Year 11, we are interested in obtaining the highest possible student response rates. As a District Supervisor, you will have a significant amount of influence in this area. Discuss this subject with your EAs also, informing them that if 25 students are selected for an administration, our goal is to assess all 25. The students who are absent on the day of assessment are the only students who should be missing from the group. All "selected" students who are in attendance on assessment day are extremely important to our sample. There is conclusive evidence that many "selected" students who do not appear for testing are in school

that day but do not "get the word." School coordinators should be strongly encouraged to employ the most effective means of notifying students to appear at the testing site. See Chapter VIII, Section B.3 for recommended procedures for contacting students.

Some schools will report having few eligible students and, therefore, will be assigned a portion of a group administration. In these schools you should attempt to administer all packages assigned. If fewer students than the number assigned appear, you should administer packages to the students who are present; it is not necessary to schedule a makeup or followup session.

G. Age Classes 1 and 2 Quorums

The quorum for each group size is specified on the Package Assignment Form for Age Classes 1 and 2 (see Chapter XII). It is very important that the administrator follow established procedures to insure that the quorum is obtained in each group session if possible. However, when it appears that all students who will attend the session are present, the administrator should complete the group administration with the students present--whatever the number. It is a DS responsibility to determine after each assessment session if the quorum was obtained. Generally, there should be very few instances in which the quorum is not obtained when established procedures are followed.

If a quorum is obtained, the session is complete. If a quorum is not obtained, a second session must be held, drawing from all students who did not appear for the first session.* If the quorum is not obtained

* Use the original Administration Schedule but revise entries as necessary (date/time/room).

in two sessions, you should call your Regional Supervisor. The RS will consider a third session based upon the situation as discussed with the DS.

H. Age Class 3 Nonrespondent Followup

At Age Class 3, group size quorums do not apply; however, it will be necessary to administer one or two followup sessions (as indicated on the Package Assignment Form) at those schools with an overall student response rate of less than 75.0%. In schools with a response rate of more than 75.0%, no followup is required.

When computing student response rates at Age Class 3 schools to determine if nonrespondent followups are necessary, you should divide the number of students that were assessed by the number of students that were selected for assessment after the sample was updated. If you designate an EA to compute student response rates, please make sure that the EA is thoroughly familiar with the procedures that are to be followed. These procedures are:

(1) The EA or the DS should complete the Group Administration(s) for the followup session(s). There is no need to complete a Followup SLF before assigning students to the followup packages. If one Followup package is assigned, list all nonrespondents on the new Group Administration Schedule. If, however, two Followup packages are assigned, nonrespondents should be listed on the two new Group Administration Schedules on an alternating basis, beginning with the first nonrespondent from the lowest lettered Group Administration Schedule. When all nonrespondents from that schedule have been listed, list students from the next lowest lettered Group Administration Schedule in the same alternating manner. Continue until all nonrespondents have been listed on one or the other followup Administration Schedules. Be sure to use the followup order of package assignment given on the

Package Assignment Form.

(2) If there are more than 40 nonrespondents at a school with one Followup package or 80 nonrespondents at a school with two Followup packages, it is the responsibility of the DS to reduce the number of nonrespondents to 40 or 80. This will be accomplished in the following manner:

a) When only <u>one</u> Followup package is assigned, number the students on the new Group Administration Schedule (wherever is most convenient in column 1), find the appropriate number of in-range random numbers from the random number table, and eliminate those students from the Group Administration Schedule by drawing a line through their names.

b) If <u>two</u> Followup packages are assigned, number the students on the new Group Administration Schedules, beginning with number one on <u>each</u> new schedule. Then, beginning with the new Group Administration Schedule that has the <u>lowest</u> administration <u>letter</u>, find the appropriate number of in-range random numbers from the random number table, and eliminate those students by drawing a line through their names. For the other new Group Administration Schedule, find the next appropriate number of random numbers (begin looking for these random numbers at the point on the random number table where your search for random numbers for the first new Group Administration Schedule ended), and eliminate those students by drawing a line through their names.

The random number table you will be provided (which is actually 16 random number tables, each including 100 random numbers from 1 to 100), is intended to be used continuously from school to school. When you finish using the table at one school, make a mark next to the last random number you used at that school, and begin at the following school with the next unused random number.

(3) The Followup packages should be administered on a day after the last regular session at the school has been completed (preferably the next day). Prior to regular assessment at the school, the DS should schedule a day to conduct the Followup should it be necessary.

(4) DSs should take 12 extra of those packages designated for Followup administrations on the Package Assignment Form. These packages plus those that are not used during regular assessment should provide a sufficient supply for Followup.

(5) On the cover of all Age Class 3 packages are three ovals labeled R, F, and S. The R oval is to be gridded for those packages used for regular assessment. The F oval is to be gridded for those packages used for Followup assessment. The S oval is not to be gridded.

(6) The Followup Group Administration Schedule should be so designated by writing "Followup" on the tearoff portion of the GAS.

(7) A Followup School Worksheet should be completed. The DS should write "Followup" at the top of the worksheet, list in Part F the number of students assigned to the Followup package(s), and indicate in Part E the number of students actually assessed.

(8) On the DS Weekly Status Report, the space for makeup administrations should be used to indicate the number of Followup sessions conducted in the PSU.

(9) A short questionnaire is to be completed for a sample of students who do not appear at a followup session. Details concerning this phase of the followup will be sent to you prior to Age Class 3 assessment.

I. Acquiring Supplementary Frame Assessment Listing Forms (Age Class 3 Only)

Approximately half the Age Class 3 schools in your district will be selected for Supplementary Frame Assessment. In these schools it will be your responsibility during Age Class 1 assessment to leave forms for listing withdrawals and early graduates. These forms are to be collected during Age Class 3 assessment. Specific instructions will be sent to you at a later date.

J. Review of Packages

You will be responsible for checking each package administered by you or your EAs.

1. General Review

Check to see that the ovals filled in by the student or EA are dark enough to be machine scored; if necessary, darken them. Erase all stray marks on the cover page or any page within the package. If the school placed a restriction on the administration of any exercise or Background Question, explain the situation as fully as possible in a memo to Dan Duse at MRC and place the memo on top of the cover sheet in the hardshell before shipping it to MRC. Be sure the memo gives the school number and package number(s) involved.

2. Package Condition Ovals

The EA is instructed to explain as fully as possible on the cover page of the package the reason for a P, NR, or NE code. If you find a package with a code other than N and there is no explanation (or "Reason Unknown") on the cover page, get in touch with the EA as soon as possible to determine the reason and enter the explanation on the cover page. If you discover that a package coded N, P, or NR was administered to a student who is not eligible for assessment, change the Package Condition Oval to NE.

3. Coding

All coding in Columns 3-6 on the cover page of the package must be checked against the Administration Schedules or detachments. (See Chapter XII.) Also check Columns 7 and 8 to see that the EA number, PSU number and School number are entered correctly. The codes to be used on this page are given in Chapter IV and also in the Administrative Instructions Manual.

The Administrative Instructions Manual includes guidelines for the EA to use in determining the racial or ethnic identification of the student (Column 6). The EA is instructed not to categorize a student if the racial or ethnic identification cannot be determined using these guidelines. In such cases it will be your responsibility to assign a code, according to the following.

Each student participating in National Assessment is to be placed in one of six categories: White, Black, Spanish Heritage (Puerto Rican, Cuban, Mexican, Central or South American), American Indian or Alaskan Native, Asian or Pacific Islander, or Unclassified. Placement in a category should be accomplished by visual observation and use of surname whenever possible.

If you are unable to place a student in a category by visual observation and/or use of surname, you may use one of the following if care is taken not to embarrass the student, school personnel, or National Assessment personnel. Talking with the student may help determine the language or dialect he/she speaks. You may also ask the student if he or she speaks Spanish, etc., but you may not ask the student if he or she is Puerto Rican, Cuban, Mexican American, etc.

In those cases where the coordinator is willing to assist, the DS may ask him or her to help determine the proper category for students.

If visual observation and use of the surname do not clearly place a student into one of the categories, and if other methods cannot be used easily and without embarrassment, place the student in "Unclassified".

The problem of this categorization is often geographically localized. Each DS may have peculiar problems with this issue. Any local problem you encounter with these definitions during the year should be referred to your Regional Supervisor.

K. Disposition of National Assessment Materials

1. Packing Instructions for Return of Packages to MRC*

a. Separate used packages by school number (see School Worksheet).

b. Order each package number by I.D. numbers (lowest I.D. number on top).

c. For each school, arrange used packages by package number in ascending order (lowest package number on top).

d. Put the School Worksheet (white original), Principal's Reading/Literature Questionnaire, and the yellow Administration Schedule tear-offs on top of the packages administered in each school. Tear-offs must contain all pertinent information and must be sent for each administration in the school. (Mail the yellow and pink copies of the School Worksheet and the pink tear-offs to RTI immediately.)

e. Place the stacks by school number in a hardshell.

f. Complete a Hardshell Cover Sheet** by entering in the space provided for this purpose the number of packages being sent in the hardshell and put the Cover Sheet on top of the stacks of packages.

---

* These packing instructions are to be followed for each hardshell returned to MRC.

** An example of this form is shown at the end of this chapter.

g. Place any explanations to Dan Duse concerning restriction on exercises or Background Questions on top of the Cover Sheet.

h. Fasten the box securely and reverse the shipping label.

i. Ship by bus, prepaid, to MRC. Be sure to attach the busbill for each shipment to your expense report for the week.

j. Record the date that the hardshell(s) was shipped to MRC on the Weekly Status Report.

2. Return of Unused Packages to MRC

All unused packages for an age class must be returned via special 4th class mail to MRC when you have completed assessment of the age class.

3. Return of Stimulus Tapes to RTI

After you have completed all administrations for an age class, send the stimulus tapes to RTI, attention Dick Russ.

4. Exercise Observation Sheet

An Exercise Observation Sheet* is to be completed any time you or an EA notice a problem related to an exercise. Comments concerning exercises are helpful in developing exercises of similar types for future assessments. All Exercise Observation Sheets for an age class are to be mailed to Donn Smith at RTI.

5. Disposition of Other National Assessment Materials

At the end of each week:

- Complete and mail all reports required of you.

After an EA has completed work in a PSU collect:

- EA Manual**
- Administrative Instructions Manual**

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* An example of this form is shown at the end of this chapter.

** EAs who are scheduled for future assessment may keep their manuals until they have completed their assignments.

- Tape recorders and stimulus tapes
- Pencils and other materials checked out to EA
- EA's Daily Production, Time, and Expense Record (check and mail)
- Unused packages

L. Quality Control Measures

Throughout the multi-stage sample selection process, RTI's Sampling Design and Research Center institutes a number of procedures which insure proper allocation of the sample to geographic areas, to schools, and finally, to the students themselves. Population data are analyzed to develop the basic sampling frame, coding to determine the sample counties and schools is checked and rechecked, your completed PSU Control Sheets are scrutinized before package assignments are made, and School Worksheet entries are thoroughly reviewed before the final weights are calculated. Moreover, your supervisors and other central office staff constantly review your reports to determine if your work is progressing on schedule, if field procedures are being carried out properly, and if additional instructions to EAs and DSs are necessary to insure the collection of the highest quality data possible. An integral part of this quality control program is to insure that the packages are identified correctly. Without such insurance, an accurate and meaningful analysis of the data you collect could not be performed. Thus, as part of this process, you review all packages administered by your EAs and check the accuracy of the coding by using Administration Schedules or detachments. Two checks are then made to determine the validity of your work; one is made in the field by the Regional Supervisors or other RTI personnel, the other is performed at MRC prior to scoring. Each is discussed more fully in the sections which follow.

1. RS Field Visits and Special Quality Check

During Year 11, your Regional Supervisor will visit you occasionally while you are conducting assessment in your district. These field visits provide an opportunity for him to observe how you schedule and carry out assessment in a PSU, as well as how you train and supervise your EAs. (He will also observe package administrations.) During these visits he will review with you your performance since his last visit.

Throughout the assessment year, he also will visit a small sub-sample of schools in which you previously conducted assessment. There are six purposes of these special school visits by RSs: (1) to ascertain if assessment adversely affected school activities: (2) to elicit from school officials any suggestions they might have for procedural changes which could make the school's role in National Assessment easier to carry out; (3) to conduct a quality check on how accurately certain data on students assessed were transferred from the Administration Schedule to Columns 3-6 on the cover page of each completed package; (4) to determine if SLFs were completed for all eligibles in the school; (5) to verify the administration of packages to specific students; (6) to determine if the sample selection of students was correctly performed. This quality check is an integral and necessary part of the NAEP project's quality control program and is primarily designed to obtain an overall evaluation of how well the field procedures are being performed by all field staff. The District Supervisor is, of course, responsible for implementing procedures properly in each school; therefore, any problems found during these quality checks will be discussed with the individual District Supervisor.

2. Review of Completed Work at MRC

A thorough review is made of each hardshell of completed packages as hardshells arrive at MRC for scoring. MRC clerks, following a standard set of receiving specifications, check each package to determine if responses are recorded properly. Moreover, all I.D. numbers are checked against the Administration Schedule tear-off, responses to the Background Questions are reviewed for completeness, and all entries in Columns 3-8 on the cover page of each completed package are reviewed to determine if they are admissible and correctly coded. In this review, a check is made to determine if the count of used packages in each hardshell is in agreement with your entries on the Return Cover Sheet, if a Principal's Reading/Literature Questionnaire and the yellow Administration Schedule tear-offs are included for each school, and if you packed the hardshell correctly. School Worksheets are reviewed, too, to determine if all entries are in agreement with related entries on the packages and the Cover Sheet.

If errors which cannot be resolved at MRC are detected in the contents of your hardshell, you will be called and asked to go back to the schools (and possibly to the students) to get information to correct your errors. A Receiving Problem Tally is completed on each hardshell reviewed at MRC. This form shows the number of errors (if any) found by error category and by EA; copies are sent to you and to RTI.

The Receiving Problem Tally will be of value to you in training EAs. From this form you can determine the type of errors made and caution your EAs accordingly. It will be of particular value if you plan to use an EA for the assessment of more than one age class; that EA can be trained specifically to avoid the errors made previously.

Finally, it should be pointed out that the results of MRC's review of your completed work provide a key input to the evaluation of your performance as a District Supervisor. MRC sends Receiving Problem Tallies as a part of the continuing DS instructional program. Review these forms carefully to assure that you and your EAs do not consistently make the same errors.

NATIONAL ASSESSMENT: YEAR 11

SHIPPING MEMO: PKG. _____

DS _____

AGE CLASS _____

ID RANGE _____

NO. OF BOXES IN SHIPMENT _____

DATE SHIPPED _____

SHIPPED BY: _____

Hardshell Cover Sheet
Year 11 Age Class 2

DS _____

PSU _____

School No.	Packages 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Totals															

X-25

Directions:

1. Enclose a hardshell cover sheet in each hardshell (box) of the PSU.
2. Enter each school number included in the hardshell.
3. Enter the quantities of the packages assessed in each school.
4. Total the column for each package contained in the hardshell.

Disposition: White copy to MRC; yellow copy retained by DS.

X-26

DISTRICT SUPERVISOR'S ORDER FORM

DISTRICT SUPERVISOR: _____ DATE: _____

Please send the following items: (Specify exact item and quantity desired)

QUANTITY	ITEM
_____	SLFs: (Circle) 9 - 13 - 17
_____	Group Administration Schedules
_____	RTI Business Return 10 X 13 Envelopes
_____	NAEP/RTI Ivory Business Envelopes
_____	School Worksheets (50 per package)
_____	DS Itinerary Reports (30 per package)
_____	DS Weekly Status Reports (50 per package)
_____	DS Expense Reports (50 per package)
_____	EA Daily Production, Time and Expense Record (50 per package)
_____	Parental Information Letters: (Circle) (100 per package) Before Sample - After Sample
_____	Signed Parental Permission Letters: (Circle) (100 per package) Before Sample - After Sample
_____	Assessment Confirmation Memos: (Circle) All Age Classes - Age Class 3 Only
_____	NAEP #2 Pencils
_____	Other (Specify) _____

SEND TO: _____

_____

_____

SEND BY: (Check One)

___ Regular Mail ___ Bus

___ Special Delivery ___ Other: (Specify) _____

FOR OFFICE USE

Date Shipped: _____

By: _____

Disposition: White and yellow copies to RTI; pink copy retained by DS.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
A PROJECT OF THE EDUCATION COMMISSION OF THE STATES
FIELD OPERATIONS RESEARCH TRIANGLE INSTITUTE

EXERCISE OBSERVATION SHEET

NAEP is interested in exercise administration problems you or your EAs observe or experience during the year's assessment. Problems may be of a vocabulary, definitional, or interpretive nature on the part of the respondent, or they may be caused due to poor instructions, timing, vagueness, discrepancies between the stimulus tape and the package, or difficult observation schedules.

If you observe problems with an exercise, please complete this form. At the end of each age class, mail the completed form(s) to Donn Smith at RTI. Your observations and comments will be used to improve future assessments.

YEAR _____ AGE CLASS _____

Package Number	Exercise Number	Comments

Signature _____

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
ADMINISTERED BY THE EDUCATION COMMISSION OF THE STATES
FIELD OPERATIONS: RESEARCH TRIANGLE INSTITUTE
P.O. BOX 12194 • RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709
(919) 541-6000

DATE _____

TO: _____

SCHOOL: _____

FROM: _____, District Supervisor

SUBJECT: Confirmation of Assessment in Your School --- _____-Year-Olds*

On _____ at approximately _____ I will arrive at your school to select the sample of students that will be participating in National Assessment. In order to properly select the sample, I will need the following:

(1) A completed Student Listing Form or computer list of all eligible students in the age group indicated above, regardless of grade. Eligible students are those born during the period specified for the age group at the bottom of the page. The listing should specify the name, grade, sex and birthdate for each student. The list should not contain the names of the ineligibles specified below.

(2) A count of ineligible students by category - EMR, Non-English speaking, and functionally disabled - who are currently enrolled and born during the appropriate time period. If these ineligibles appear on the Student Listing Forms prepared at the school or on a computer list of eligibles, please identify them.

(3) Identification of any student who is no longer enrolled whose name appears on the Student Listing Form or computer list of eligibles.

If you will not be available at the time I arrive, please arrange for someone on the staff to have these materials for me. Following the selection of students, I will need to discuss with you the space required and the day(s) and time(s) to conduct the assessment in your school.

I would like to schedule the assessment for _____.

The number of one hour group sessions to be administered at your school is _____, with each session consisting of approximately _____ students.

Please complete the enclosed questionnaire and hold it until I arrive. I look forward to visiting your school and working with you and your students. If questions arise regarding National Assessment, please write or call Donald G. Smith, National Field Director, toll free at 1-800-334-8571.

COMMENTS _____

_____

_____

_____

* 9-Year-Olds, born during calendar year of 1970
13-Year-Olds, born during calendar year of 1966
17-Year-Olds, born October 1, 1962 through September 30, 1963

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
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FIELD OPERATIONS: RESEARCH TRIANGLE INSTITUTE
P.O. BOX 12194 • RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709
(919) 541-6000

DATE _____

TO: _____

SCHOOL: _____

FROM: _____, District Supervisor

SUBJECT: Confirmation of 17-Year-Old* Assessment In Your School

On _____ at approximately _____ I will arrive at your school to update the student sample which was selected during my previous visit and to discuss final arrangements for conducting the assessment.

In order to properly update the student sample prior to the assessment, I will need the goldenrod Student Listing Form which was left at your school when the sample was originally selected. The goldenrod Student Listing Form should contain the name, grade, sex, and birthdate of any 17-year-old* student who has enrolled in your school since the original sample was selected. In addition, please identify on the Group Administration Schedule(s) you were given any student who was selected for participation but has withdrawn from school. The reason for each students withdrawal should also be recorded.

If you will not be available at the time I arrive, please arrange for someone on the faculty or staff to have these materials for me.

I would like to conduct the assessment on _____.

I look forward to visiting your school again and working with your faculty and students. If questions arise regarding National Assessment, please write or call Donald G. Smith, National Field Director, toll free at 1-800-334-8571.

COMMENTS: _____

_____

_____

_____

_____

_____

* 17-Year-Olds: born October 1, 1962 through September 30, 1963

XI. GENERAL PLAN FOR ASSESSMENT

A. Introduction

The success of assessment depends upon carefully scheduling each assessment week. All individuals who will be involved with the assessment program (i.e., the EA, the school coordinators, and other school staff) must understand your plans for assessment. The EAs should have thoroughly reviewed the EA Manual which they were given when they were retained. On the first day of assessment you will give them additional training and make certain that they understand their tasks.

The school coordinators, however, must rely for the most part on your precise verbal instructions. Your schedule can be upset if the coordinators do not follow through on your plan; e.g., if the SLF is not completed when you arrive or if the coordinator does not distribute the Appointment Cards or contact the students to assure that they will be present for assessment at the appointed time. Also, if teachers have not been notified of assessment, the students may not be permitted to leave the classroom. Before you arrive at the school for assessment, you should call the principal or coordinator to assure that the SLF has been completed and that arrangements have been made for appropriate space to conduct assessment. At the school you must be prepared to answer questions concerning National Assessment. Also, you should have a supply of NAEP informational materials for distribution to school staffs and students. The goodwill and cooperation of the school staff is absolutely essential if assessment is to be conducted successfully.

You must also plan for emergency situations. The EA and the school staff must know where and how to reach you during assessment. When recruiting EAs, keep a record of the names and telephone numbers of the EA candidates whom you

do not select. One of these candidates could be used if an EA you have selected is unable to work. You should secure a list of possible EA candidates during your first visit to a PSU. Try to anticipate and be prepared for any unusual situations that may occur. If unique scheduling problems arise, do not hesitate to call you Regional Supervisor for advice and assistance.

B. Presentation of Assessment Plan at Age Class 2

Following is a general plan for assessment in an Age Class 2 PSU. The details will vary from area to area and will have to be worked out by the DS according to the particular situation. As the plan below demonstrates, it would probably be to your advantage to plan for the EAs to assist you with selecting the sample and completing Administration Schedules in the largest schools in the PSU.

Week Prior to Assessment

1. It is mandatory that you mail a Confirmation Memorandum to all schools in the PSU to which packages have been assigned. This should be received by the school one week in advance of the day you will arrive. The Confirmation Memorandum should contain as much specific information as possible including date(s) of assessment, amount of time necessary to complete assessment, amount of space needed, instructions for completing the Principal's Reading/Literature Questionnaire, etc.

2. Telephone the first two schools to be visited in the PSU (normally those schools with the largest portion of the PSU package assignment) to assure that SLFs will have been completed prior to the date of assessment and to arrange your visit for Monday and/or Tuesday of the following week.

3. Inform the EAs when and where to meet you Monday morning.

Monday Morning

1. Meet your EAs at the first school to assist you in selecting the sample and completing Administration Schedules.

2. Select sample of students for assessment, assign packages to students, and collect and check the Principal's Reading/Literature Questionnaire.

3. Instruct the EAs concerning the completion of Administration Schedules and Appointment Cards (if used).

4. Discuss room requirements with the school coordinator (while EAs are finishing Administration Schedules and Appointment Cards) and work out an assessment schedule. Do not automatically exclude lunch hour for assessment sessions. Some schools may be agreeable to letting the students change lunch periods. Assessment should begin in the first school as early as possible Tuesday morning.

5. Instruct school coordinator to contact students who are to be assessed Tuesday a.m. first and then pass out Appointment Cards (if used) for remaining administration(s) scheduled in the school.

6. Take the EAs to the second school and repeat steps 2-5.*

Monday Afternoon

1. At a mutually convenient place (DS's home or place of lodging, one of the EA's homes, etc.) train the EAs in package administration. Also explain coding procedures at this time.

2. Provide the EAs with the materials and supplies needed to complete assessment in the first schools where the samples have been selected.

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* If the two schools with the largest portions of the PSU package assignments are quite a distance apart, a smaller school (nearer to the first school) may be chosen as the second school to visit Monday morning.

3. Telephone the third and fourth schools scheduled for sample selection (on Tuesday) to confirm appointments and to ascertain that SLFs have been completed.

Tuesday Morning

1. EAs will begin conducting assessment in first school. Remember you must observe the first package administration by each EA. Following your observation of an administration, critique the administrations with the EA and train further if necessary.

2. Visit third and fourth schools, draw samples, assign packages, complete Administration Schedules and Appointment Card (if used). Schedule the first package administrations in these schools to coincide with the scheduled completion of sample selection in the remaining schools. Sample selection may continue into Tuesday afternoon.

Tuesday Afternoon

1. Return to the first and second schools to review completed work of EAs. This will probably be near the end of the school day, and you should check Administration Schedules and the packages that have been administered.

2. Distribute to EAs the materials and supplies needed to complete assessment on Wednesday (if the EAs are scheduled to begin assessment in different schools the next day).

3. Telephone the remaining schools (if any) in the PSU to determine if SLFs have been completed and to confirm appointments for sample selection.

4. Review packages completed Tuesday, checking carefully for coding errors.

5. Additional training of EAs as needed should be accomplished.

Wednesday and Thursday

1. Continue to see EAs daily to make additional assignments and pick up completed packages. Review completed packages on a daily basis and

contact EA if errors are detected.

2. Schedule makeup or second sessions if necessary; i.e., (1) if a session was cancelled for any reason (early dismissal, school closing, etc.) or (2) if a quorum is not obtained in a session (other than where a portion of a group was assigned). You must conduct these sessions if you have been unable to fit them into the EA's schedule. Distribute revised Appointment Cards for these sessions, if used. Use the original Administration Schedule but revise entries as necessary (date/time/room).

Friday

1. If necessary, schedule and conduct makeup sessions.

2. Send necessary reports and forms to RTI.

Second Week

If you are working in a one and one-half week PSU, continue with all tasks until package administration has been completed in the PSU. If you are unable to complete assessment in a PSU as scheduled, call your Regional Supervisor immediately.

C. Scheduling Age Classes 1 and 3 PSUs

The same basic scheduling techniques can be applied to the conduct of assessment during Age Classes 1 and 3. The following items, however, are offered as reminders of tasks which are unique at those age classes:

1. Age Class 3 student samples in schools assigned more than 2 administrations are to be selected during the 9-year-old assessment period. Age Class 3 student samples in schools assigned 1 or 2 administrations may be selected during this period at the option of the DS. Age Class 3 schools in which the student sample is not selected must be called while you are in the PSU and informed when you will return for sample selection and assessment. Ask them to update the SLF prior to your arrival.

2. It will be necessary to update the sample at each Age Class 3 school just prior to 17-year-old assessment; the amount of time required to complete this task could consume as much as one hour.

3. Nonrespondent Followup will be conducted in Age Class 3 schools which do not have an overall student response rate of 75.0%.

4. Supplementary Frame listing forms must be distributed during Age Class 1 assessment and collected during Age Class 3 assessment where applicable.

D. Upon Completing Package Administration in a PSU

1. Collect all NAEP materials distributed to the EAs. If the EAs are scheduled for future assessment, they may keep their EA Manuals until they have completed their assignment. You should also collect, check, and approve the EA's Daily Production, Time and Expense Record for each EA. These should be mailed to RTI with your weekly reports.

2. Review completed packages and pack them. Place the Principal's Reading/Literature Questionnaire, the yellow tear-offs of the Administration Schedules, and the white copy of the School Worksheet* on top of the completed packages for each school.

3. Ship hardshells by bus to MRC.** Mail the yellow and pink copies of the School Worksheet and the Administration Schedule pink tear-offs to RTI with your other weekly reports.

---

* Be sure Part E of the School Worksheet has been completed.

** It is permissible to ship completed hardshells before all work in a PSU is complete. However, do not ship packages administered in a school until all work at the school is complete (this includes makeup sessions).

XII. STUDENT SAMPLE SELECTION AND ASSESSMENT SCHEDULING

A. General Information

Prior to student sample selection, you will have given each school the SLF for the age class to be assessed. This completed SLF (or a computer printout) comprises the frame from which you will draw the sample.

You will also work with two other forms at each school.

- School Worksheet (NA-14)*
- Package Assignment Form (NA-11)*

You should have a supply of blank School Worksheets. A Package Assignment Summary* for each PSU and the Package Assignment Forms for all schools in the PSU will be sent to you from RTI prior to student sample selection. The Package Assignment Summary specifies the package numbers assigned to each school and is designed to assist you in scheduling work. The Package Assignment Form, which gives specific instructions on the selection of sample students, will normally be printed by computer and will contain instructions for only one school. Instructions not applicable to that school will be omitted on the Package Assignment Form. You will also be given a few copies of a special version of this form (NA-11a)* which will permit you to obtain the necessary information by telephone if you have not received the Package Assignment Form prior to student sample selection.

B. School Worksheet

A School Worksheet is to be completed for each school for which you receive

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* Examples of these forms are shown at the end of this chapter.

a Package Assignment Form, even if no package is administered in the school. The School Worksheet contains six parts, which are discussed briefly below. More detailed instructions for completing the worksheet are given in Section C of this chapter.

1. Parts A, B, and C

Parts A and B are used to enumerate the ineligibles identified by the school. In Part C you are to enter the source used by the school to complete the SLF; for example, a computer list, the teachers' class rolls, or a school enrollment file.

2. Part D

In Part D the total count of eligible students is recorded. If subsampling is not used in the school, Part D.1. only will be completed. If subsampling is used, Part D.2. only will be completed. In no case will both Part D.1. and D.2. be completed.

3. Part E

Part E of the School Worksheet is to be completed after packages have been administered in the school. Each package number assigned to the school must be entered in the column headed "Pkg. No." even if no students complete the package. For each package number assigned to the school, enter the total number of packages administered.

4. Part F

In Part F you are to enter the final group sample size for the school as determined from the Package Assignment Form. (See Section C of this chapter.) If any sample-related problems arise in the school, they are to be explained in Part F. "An assigned package administration is not given" means that a scheduled group session could not be held even after attempting

to reschedule the session. Also, you are to list the package number and I.D. Number of any self-identified non-readers. If after inquiring about the completeness of the SLF you are still not satisfied that all eligibles are represented, you should note your concerns in Part F. If it is necessary to continue an entry in Part F, continue on a separate sheet (be sure to include PSU number and school number) and attach it to the copies returned to RTI.

5. Need for More Than One School Worksheet for a School

In some schools, the student body is divided into split or modular sessions. This information is relayed to RTI on the Special Sessions Recording Form. (See page VIII-18.) For these schools, each session is treated as a separate school, each with a different school number assigned by RTI. You will receive as many Package Assignment Forms for the school as there are sessions; these forms will be identified by an "A" (applicable) following "Special Session Code."* A School Worksheet is to be completed for each Package Assignment Form you receive for the school. Be sure the entries in all parts of the worksheet apply only to the session (and school number) for which the worksheet is being completed.

6. Supplementary School Worksheet

During Age Class 3, a supplement to the worksheet will be required in schools in which the sample was drawn during January or February. Completion of this supplement is covered in Section G of this chapter.

C. Format of the Package Assignment Form

The Package Assignment Form contains seven items which give instructions

* Schools which do not have special sessions are assigned a Special Session Code of "NA" (not applicable).

for selecting the student sample. These items are discussed below. An example of student sample selection is given in Part D of this chapter.

1. Item 1

Item 1 of the Package Assignment Form contains instructions for determining counts of ineligibles in the school. In each school, obtain the completed SLF and the counts of ineligible students (second page of Summary of School Tasks) from the school coordinator. As instructed in Item 1 of the Package Assignment Form, attempt to determine if all eligible students in all grades* were listed on the SLF and if the SLF is up-to-date; that is, new enrollees have been listed on the SLF and students who have left the school have been crossed off the SLF. If it appears the SLF is incomplete because all appropriate grades are not represented on the list or because fewer than the projected number of eligiblas are listed, it will be necessary for you to inquire about the completeness and accuracy of the list. It is important that you sample from the most complete and accurate list of eligibles that can be provided. Also attempt to determine if any non-English speaking, EMR, or functionally disabled students were listed on the SLF: if so, cross the names out and add them to the "Count of Ineligible Students." Finally, cross off the list the names of any students whose birthdates are not within the period specified on the SLF or who are ineligible for any other reason.

When you have the final SLF and the correct counts of non-English speaking, EMR, and functionally disabled students, and of students with out-of-range birthdates, who are no longer enrolled, or ineligible for any other reason, complete Parts A, B, and C of the School Worksheet.**

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* See "Estimated percentage of 9-, 13-, and 17-year-old students enrolled in various grades across the U.S." at the end of this chapter. There is variability in these estimates from school to school. The table should be used to point out obvious lack of eligibles (i.e. 50 9-year-olds in the 4th grade and none in the 3rd.)

** At this time, also update the "Count of Ineligible Students Born During _date_," tear it from the Summary of School Tasks, and place it in the SLF storage Envelope.

Entries on the School Worksheet are used to determine important elements in the analyses of the data. District Supervisors, therefore, should work very carefully with the Coordinator to determine counts of ineligible students and enter these counts exactly on the worksheet.

If you find after sample selection, but before package administration, that a student in the sample is ineligible, that student should be excluded from the assessment. If you find during, or after package administration, that a student is ineligible, explain the situation fully on the cover page and fill in the Package Condition Oval identifying that student as ineligible. Any situation in which you discover that a student in the sample is ineligible must also be explained fully in Part F of the School Worksheet.

2. Item 2

Item 2 provides information concerning the status of subsampling in the school. There are three situations which may occur, only one of which will apply to any one school; that one will appear on the Package Assignment Form in Item 2. The three situations are:

a. Subsampling is not to be used in the school. In this situation, Item 2 of the Package Assignment Form will be:

Subsampling is not to be used. Number the eligible individuals on the list. Complete Part D.1 of the School Worksheet.

As instructed, number all the individuals on the SLF and enter the total number listed in Part D.1 of the School Worksheet. Part D.2 will not be completed.

b. Subsampling can be used in the school and you had indicated on the PSU Control Sheet that the school would subsample. Item 2 will then give the sampling interval and start number that appeared on the PSU Control Sheet, for example:

The sampling interval is 2. If the school has previously subsampled, number every line and complete Part D.2 of the School Worksheet. If the school has not previously subsampled, start numbering with the first individual and number every second individual on the list. Complete Part D.2 of the School Worksheet.

Suppose after numbering the lines in either situation (that is, the school has previously subsampled or you subsample when you arrive at the school) you end up with 104 eligible students numbered. Enter that number in Part D.2.a.* on the School Worksheet. In Part D.2.b. enter the sampling interval given in Item 2. Multiply Item a. by Item b. and enter that total in Part D.2.c., as shown below:

a.	*Total count of <u>eligible</u> students listed on SLF*	a. 104
b.	*Enter sampling interval from Item 2 of Package Assignment Form*	b. 2
c.	*Multiply Item a. by Item b.*	c. 208

In this situation, although the total students actually <u>numbered</u> is 104, the total <u>eligibles</u> in the school is 208.

c. If you did not indicate on the PSU Control Sheet that the school would subsample, and subsampling can be done by you after you arrive at the school, Item 2** of the Package Assignment Form, for example, would be:

Use the table below to determine the sampling interval based on the total eligibles in the school.

Range of Eligibles	*Start No.*	*Sample Interval*	*Range of Eligibles*	*Start No.*	*Sample Interval*
1-149	--	--	*351-415*	*1*	*5*
150-220	*2*	*2*	*416-483*	*4*	*6*
221-290	*1*	*3*	*484 or more*	*3*	*7*
291-350	*3*	*4*			

If not subsample, complete Part D.1 of the School Worksheet. If subsample, complete Part D.2.

* Part D.1 of the School Worksheet is not to be completed.

** Entries in Item 2 will vary by school.

In this situation, the total number of eligibles must be used to determine the subsampling rate. Therefore, it will be necessary to either make a count of the total number of eligibles listed or to project the approximate number listed to determine the start number and sample interval.

If the range of eligibles does not allow subsampling (that is, no start number or sampling interval is given) or if you elect not to subsample, number every eligible student on the list and complete Part D.1. of the School Worksheet; make no entries in Part D.2. If you elect to subsample, make no entry in Part D.1; complete Part D.2 as in the example above. Enter in Part D.2.a. the total students numbered on the SLF, in Part D.2.b. the sample interval used, and in Part D.2.c. the product of the D.2.b. times D.2.a.

If, at the time you arrive at the school to select the sample, names of additional eligibles need to be added to the SLF and subsampling was not used, then these names can be added directly to the SLF. However, if the SLF was completed for a sample of students, and additional eligibles need to be added, then the additional eligibles should be subsampled using the start number and count interval specified in Item 2 of the Package Assignment Form.

3. Item 3 - Special Instructions

Item 3 of the Package Assignment Form will give you special instructions when they are needed. These may be instructions for:

a. Partial Group Administration

Some schools will have only small enrollments of eligible students because the school itself has a low total enrollment or because the grade range of the school includes only a few students in the eligible age class. As an example, a high school with grades 9-12 could possibly

have a few 13-year-old students. Only a partial group administration will be assigned to such schools that have fallen into the sample. Instructions for drawing the sample for these schools will be given in Items 3 through 6 of the Package Assignment Form.

b. Other

Other special instructions will be provided when necessary.

4. Item 4 - Determining the Final Group Sample Size

In Item 4, a table is provided for determining the final group sample size in the school. The determination is based on the total actual eligibles in the school whether or not subsampling is used. If subsampling is not used in the school, the total actual eligibles will be the figure entered in Part D.1 of the School Worksheet; if subsampling is used, the total actual eligibles will be the figure entered in Part D.2.c. of the School Worksheet. When the final group sample size has been determined, it is to be entered in Part F of the School Worksheet and beside each package number in Item 6.B of the Package Assignment Form. A total sample size for the school is also to be entered in Item 6.B.

5. Item 5 - Set of Random Numbers

A set of random numbers which will be used to select individuals for packages listed in Item 6.B is provided. Normally, many more random numbers than are needed to draw the sample in the school will be given. However, if the total eligibles numbered on the SLF is greater than the largest random number (specified in Item 5) call RTI immediately*.

6. Item 6 - Group Packages

Instructions for selecting the group package sample are given in Item 6 of the Package Assignment Form.

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* Ask for Anne Clemmer or Phyllis Norris.

7. Item 7

Item 7 refers you to this chapter of the manual for additional details on the use of the Package Assignment Form.

D. Use of the Package Assignment Form

An example of the use of the Package Assignment Form to select the student sample in an Age Class 2 school is given and discussed below. The example includes a completed Student Listing Form; the Package Assignment Form for the example is shown at the end of this chapter.

1. Item 1 - Examining the SLF for Ineligibles

As instructed in Item 1 on the Package Assignment Form, the Student Listing Form was carefully examined for eligibles and ineligibles. Three students were located who were no longer enrolled. A line was drawn through these students' names.

2. Item 2 - Numbering the List

In this example, Item 2 on the Package Assignment Form indicated that the list could be subsampled. The start number was 2 and the sampling interval was 2. The list was subsampled and the sample individuals on the list were sequentially numbered in column 6 of the SLF for a total of 104: however, since the sampling interval was 2, the total number of eligibles in the schools was 208 as determined in Part D.2 of the School Worksheet.

3. Item 3 - Special Instructions

There were no special instructions for this school.

4. Item 4 - Determining the Final Group Sample Size

In this example, Item 4* of the Package Assignment Form reads:

A. Use the table below to determine the final group sample size, based on the total eligibles recorded in Part D of the School Worksheet.

* Entries in Item 4 will vary by school.

RANGE OF ELIGIBLES	*GROUP SIZE*	*QUORUM*
1-200	*16*	*9*
201-214	*17*	*9*
215-228	*18*	*10*
229 or more	*19*	*10*

B. If actual eligibles are fewer than the total of the group sample size times the number of package(s) assigned, determine the group sample size by dividing the actual eligibles by the number of package(s) assigned. If final average group size is fewer than 15, call RTI before proceeding.

C. In Part F of the School Worksheet, indicate the final group sample size as determined above. In Item 6.B below, record the final group sample size for each package and the total sample size.

The Student Listing Form in this example contained a total of 104 numbered eligible individuals. However, since the list was subsampled, the total actual eligibles in the school was 208, the number entered in Part D.2.c. of the School Worksheet. Consequently, the final group size for this school is 17. As instructed in Part C, this figure was entered in Part F of the School Worksheet and beside each package listed in Item 6.B of the Package Assignment Form. The total sample size for the school was also entered in Item 6.B. Since three packages had been assigned to the school, the total sample size was 51.

Notice that in this example, the quorum for the final group size of 17 is 9. Thus, if 9 students do not appear for the session, a makeup session will be required. It will be a DS responsibility to check each Administration Schedule after each assessment session to determine if the quorum specified on the Package Assignment Form is obtained; if not, a makeup session must be held. Quorums and makeup sessions are required in 9- and 13-year-old schools. Follow-up procedures for 17-year-old schools are specified on page X-13.

5. Item 5 - Set of Random Numbers

Item 5 of the Package Assignment Form in this example reads:

Below is a set of random numbers. Use the set of random numbers to select the total number of students for package(s) listed in Item 6. If the total eligibles numbered on the SLF is greater than 125, call RTI before proceeding. Some random numbers may be out-of-range (i.e., the random numbers may be larger than the number of eligibles). Ignore such numbers and go on to the next number. Always cross out the random numbers as they are used or if they are out-of-range. Each number used denotes a selected student from the list of eligibles you have already numbered.

44	9	4	30	28	49	84	17	56	99	85	22	26	59	70
36	79	88	62	73	57	25	27	120	35	87	111	75	19	41
54	83	38	50	69	112	122	10	7	53	43	77	84	107	101
97	123	65	15	60	93	16	40	12	74	21	90	103	80	125
13	109	82	33	64	108	92	104	18	91	52	1	63	32	102
121	81	6	31	67	46	117	51	116	29	14	114	118	48	58
86	34	23	106	42	78	5	68	124	61	113	110	37	95	47
2	76	20	8	24	115	11	100	96	71	98	119	3	55	72
66	89	105	45	39										

6. Item 6 - Group Packages

The student sample for group packages 4, 12, and 9 was selected following the instructions in Item 6 which read:

Group Package(s):

A. Use the set of random numbers in Item 5 to select the sample students for the group package(s) listed below. Circle the number in column 6 of the SLF for each selected student.

B. Assign the selected students to the group package(s) listed below in the order of the administration letter(s) listed. The student with the smallest circled number will be assigned to the first administration letter; the student with the next smallest number circled will be assigned to the second administration letter, etc. As students are assigned to the package(s), the administration letter is to be entered in column 6 beside the

student's circled number. Repeat this procedure until all students are assigned to a specific group package.

Administration Letter	Package Number	Group Sample Size
A	4	17
B	12	17
C	8	17
	Total =	51

C. For each group package to be administered in the school, complete a Group Administration Schedule.

The procedures by which 51 students were selected and assigned to the appropriate group packages is explained in the following paragraphs. An example of the completed Student Listing Form used to select these students is shown on the next nine pages.

The set of random numbers in Item 5 was examined line-by-line from left to right. All out-of-range numbers (any number above 104, the total eligibles numbered on the SLF) on each line were crossed out and a cumulative total of in-range numbers entered for each line until 51 in-range numbers had been selected. A line was then drawn to delineate the "sample" numbers from the "non-sample" numbers. The set of random numbers then looked like this:

~~11~~	9	4	30	28	49	94	17	56	99	85	22	26	59	70	15
36	79	88	62	73	57	25	27	~~120~~	35	87	~~131~~	75	19	41	28
54	83	38	50	69	~~112~~	~~108~~	10	7	53	43	77	84	~~109~~	101	40
97	~~103~~	65	15	60	93	16	40	12	74	21	90	103	80	~~106~~	
13	~~109~~	82	33	64	~~100~~	92	104	18	91	52	1	63	32	102	
~~101~~	81	6	31	67	46	~~117~~	51	~~110~~	29	14	~~115~~	~~110~~	48	58	
86	34	23	~~100~~	42	78	5	68	~~104~~	61	~~115~~	~~110~~	37	95	47	
2	76	20	8	24	~~116~~	11	100	96	71	98	~~110~~	3	55	72	
68	89	~~106~~	45	39											

All in-range numbers above the line were then circled on the Student Listing Form in column 6.

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OMMITTED DUE TO CONFIDENTIALITY

After 51 numbers had been circled in column 6, the student with the smallest circled number ([redacted]) was assigned to administration letter A, or the first package listed (No. 4); the student with the next smallest circled number ([redacted]) was assigned to administration letter B, or the second package listed (No. 12); the student with the next smallest circled number ([redacted]) was assigned to administration letter C; and the student with the next smallest circled number ([redacted]) was assigned to administration letter A. This procedure was repeated until all selected students were assigned to a specific administration letter (or group package). The assignment procedure can be summarized as follows:

Number From Column 6	Student Names	Administration Letter
4	[redacted]	A
7	[redacted]	B
9	[redacted]	C
10	[redacted]	A
12	[redacted]	B
15	[redacted]	C
.	.	.
.	.	.
90	[redacted]	A
93	[redacted]	B
94	[redacted]	C
97	[redacted]	A
99	[redacted]	B
101	[redacted]	C

As instructed in Item 6.C an Administration Schedule was prepared for each group packageto be administered in the school. Each schedule was identified by administration letter and package number. In this example, administration letter A was for Package No. 4; administration letter B was for Package No. 12; administration letter C was for Package No. 9. Other pertinent information was entered on the top of each schedule and the names of selected students, along with appropriate identifying data (i.e., columns 2*, 3, 4, and 5) were recorded. The SLF and Administration Schedule were then left in the SLF storage envelope until the schedules were needed for package administration.

7. Alternate Use of Random Numbers

The above example was used to illustrate the procedure for sample selection of students. However, in many cases it is much easier and less time consuming to use the random numbers to identify students who are not selected. This procedure must be used when the number of students to be selected for the sample is greater than 50 percent of the highest number on the Student Listing Form. The procedure, using the Package Assignment Form at the end of this chapter and the SLF on the next page, is as follows:

a. The SLF was examined for ineligibles. One student was located who was no longer enrolled.

b. The eligible students on the list were sequentially numbered in column 6 of the SLF for a total of 24.

c. Item 3 of the Package Assignment Form provides special instructions. Since the number of eligibles listed on the SLF (24) is greater than the appropriate group size indicated in Item 4.A

* This information may not be available if the sample is selected from a computer printout. However, the school coordinator may wish to enter the information on the schedule to facilitate locating selected students.

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of the Package Assignment Form (15), you should proceed to Items 4 through 7.

d. By using Item 4.A of the Package Assignment Form, you should determine that your final group size is 15.

e. Since 15 is greater than 50 percent of 24 (the total number of eligibles), you must eliminate 9 students from the SLF using the first 9 in-range random numbers given in Item 5 of the Package Assignment Form. The random numbers would appear as follows:

21	3	18	5	24	5
~~30~~	17	13	14	22	9
11	12	10	27	1	
7	16	2	19	28	
6	23	25	9	4	
20	15	8	26	29	

d. In column 6, cross out (X) the 9 random numbers; the remaining 15 students will then constitute the selected students. Since only one package is assigned, the same administration letter (A) is given to each selected student.

8. Shortage of Random Numbers

Whether you use the random numbers provided in Item 5 of the Package Assignment Form to select sample students or to eliminate names of students not selected, you must have as many random numbers as there are students numbered on the list. If you have fewer random numbers than students numbered, call RTI before proceeding.

E. Shortage of Eligibles in a School

Before selecting the sample in a school, check the number of eligibles against the number of students needed to select the total sample. If the number of eligibles is less than the total of the group size times the number of packages assigned to the school, follow instructions in Item 4.B of the Package Assignment

Form. Assign all elgibles to packages as specified as Item 6.B. If the resulting group sizes are unequal, record in Part F of the School Worksheet each package number and the group sample size determined for each package.

F. Additional Eligibles Discovered

If in a rare case you discover additional eligibles in a school after you have begun to draw the sample, complete the sample selection procedure, then call RTI* for instructions.

G. Updating the Student Sample at Age Class 3

During Year 11, the schedule calls for the sample to be selected in all Age Class 3 schools assigned more than two packages when the DS is in the PSU to conduct Age Class 1 assessment.** This procedure was initiated to allow more time for Age Class 3 schools to prepare for assessment. However, it will require you, prior to actual assessment in an Age Class 3 school, to update the student sample by adding students who may have entered the school since the sample was selected and to remove from the student sample those students who are no longer enrolled in the school. Students who enter or leave the school are not to be added to or subtracted from the number of eligibles entered in Part D of the School Worksheet. When the original sample is selected in January or February, an additional SLF and all Administration Schedules will be left with school personnel. They will be asked to list on the SLF all eligible students who enter the school between that time and the time the DS returns to conduct the assessment. They will also be asked to cross off the Administration Schedules the names of any selected

* Ask for Phyllis Norris or Anne Clemmer.

** Age Class 3 schools assigned one or two packages may be sampled during Age Class 1 or Age Class 3.

student who leaves during that period. These forms, together with a special Package Assignment Form will be used to update the student sample.

1. Original Student Sample Selection

The student sample in Age Class 3 schools is to be selected using the procedures outlined in Section D of this chapter. After sample selection, Administration Schedules are to be completed (see Section H.1. of this chapter) and left with the SLF and the School Worksheet with Parts A-D completed in the SLF storage envelope until you return to conduct assessment. You are to leave an extra SLF for school personnel to list new eligible students who enter the school. This special SLF is printed on goldenrod paper to distinguish it from the regular SLF for Age Class 3. For students listed on this SLF, it will be necessary to complete columns 1-5. If students listed on the Administration Schedules leave the school, all that is required of the school is to cross the name off the schedule and enter in the I.D. number space the reason for leaving, if known (i.e. transferred, dropped out, graduated, etc.).

2. Supplementary School Worksheet

If any new student is entered on the special SLF or a student's name has been crossed off an Administration Schedule, enter all pertinent data on the Supplementary School Worksheet (an example is included at the end of this chapter).

a. When you arrive at the school during Age Class 3 to update the sample, you should screen the list of new students for any ineligibles. The number of ineligibles who have entered should be enumerated by type in Part I.A. of the Supplementary School Worksheet.

b. In Part I.B., the total number of new eligibles should be entered.

c. In Part II, for each package assigned to the school, the number of new eligibles who are selected for participation should be entered by package number. New eligibles should be selected into the sample using the procedures given in G.3 and should be added to the Administration Schedule. The number of eligibles who were originally selected for participation but who are no longer enrolled should also be listed by the package number to which they were assigned. They should, however, be divided into two categories: transfers and withdrawals other than transfers. The final group size for each package must also be shown, even if there are no additions or deletions.

3. Accounting for New Students in the School

If eligible students have entered the school between sample selection and actual assessment, enter the number in Part I.B of the Supplementary School Worksheet and follow the procedure listed on the Special Package Assignment Form.* This form contains 6 items which are discussed below.

a. Item 1 - This item instructs you to use this form only if additional 17-year-old eligibles have entered the school.

b. Item 2 - Item 2 instructs you to screen the list of additional students for ineligibles. If ineligibles are discovered, enter the number in each category on the Supplementary School Worksheet.

c. Item 3 - Item 3 provides a table for determining the number of additional eligibles to be added to the student sample. This table provides for up to 30 additional eligibles. If more than 30 additional eligibles remain on the list after screening, call RTI before continuing.**

* An example of this form is given at the end of this chapter.

** Ask for Phyllis Norris or Anne Clemmer.

d. Item 4 - A set of random numbers is given in Item 4. These numbers will be used to select the number of additional eligibles to be added to the student sample as determined in Item 3. The random numbers are to be used as instructed in Section D of this chapter and must be used in the same manner as used for the original sample; i.e., either to select the sample students or to cross off students not selected.

e. Item 5 - In Item 5 you are instructed to assign the selected students to the package(s) assigned to the school. This is done in the same manner as for regular sample selection. The package administration order, however, is the reverse of that appearing on the original form. After students have been assigned to packages, enter the students' names and identifying data on the original Administration Schedules prepared for each package number, not administration letter.

f. Item 6 - Item 6 refers you to this chapter of the manual for additional instructions on the use of this form.

H. Assessment Scheduling

When sample selection has been completed in a school, schedule assessment sessions for each package to be administered in the school and complete the Administration Schedules. The schedule for package administration in the school will have to be worked out with the school principal or coordinator according to the space available.

1. Completing Administration Schedules

An Administration Schedule is to be completed for each package administration scheduled in the school. This form is printed on NCR paper with an original and two copies. The second (yellow) and third (pink) sheets are perforated so that the part of the yellow or pink sheet with the names of the students may be given to the school coordinator or the principal*. The right

* The ot part (yellow or pink) with the students' name should be destro after assessment.

part of the yellow and pink copies are not be be detached until after package administration. Space is provided on the form to enter the scheduled day, date, time, and room to be used, the number of students assigned to take the package, the administration letter, the package number, PSU number, school number, and the number of the EA who will administer the package. Spaces are provided to list 25 students. Spaces are also provided to record the actual date and time of package administration after the session is complete.

For each administration, you are to enter the information at the top. Be sure that the package number you enter is the correct package number for the administration letter. Instruct the EA to enter each selected student's name, room or section (if given), grade, sex, and birthdate in the spaces provided on the Group Administration Schedule. In completing the Group Administration Schedule, extreme care must be taken to assure that the students entered on the schedule are selected for the package number for which the schedule is being completed and that the information transferred from the SLF to the schedule (columns 2, 3, 4, and 5) is for the student listed.

When you and the EA have completed the Administration Schedules, detach the left half of the yellow or pink copy for use of the school coordinator. The right halves of the yellow and pink copies are not to be detached until after package administration. Store all schedules in a safe place at the school. The original, with the right half of the yellow and pink copies attached, is to be given to the EA prior to package administration.

2. Use of Administration Schedules for Quality Checks

You must perform a quality check on the information coded by the EAs in columns 3-8 of each package after package administration has been

completed in a school. Since this check cannot be made without the Administration Schedules, which cannot be removed from the school site, the schedules are designed to provide a means of checking the information coded on the packages without returning to the school, which is often impractical.

Columns numbered 3, 4, and 5 on the Administration Schedules are provided to record from columns 3, 4, and 5 of the SLF the grade, sex, and birthdate of each student listed on the schedule. During package administration, the EA must enter on the schedules the I.D. Number and race for each student participating in the session. (Be sure that you have entered above these columns the package, PSU, school, and EA numbers.) When an EA has completed package administration in the school, the date and time of administration is to be entered. The right half of the second sheet can then be used for the quality check. By matching the package, PSU, school, and EA numbers recorded in the top section of each detachment, you will have all the information needed to check the EAs' entries in columns 3-8 on the cover page of each package administered. Since the names of the students do not appear on the detachment, these forms may be taken from the school premises. All original copies are to be placed in the storage envelope with the SLF and counts of ineligible students. The right half of the yellow copy must be sent to MRC with the completed packages; the right half of the pink copy must be sent to RTI with the School Worksheet.

The DS has the option of checking the packages against the Administration Schedules or of using the detachments for this purpose. All packages administered must be checked by one of these procedures.

3. Appointment Cards

Some schools may prefer to use Appointment Cards to notify the students of the time and place of the administration session while other schools may prefer

to notify them by other means. Check with the principal or school coordinator before filling out any Appointment Cards. If they prefer to use the cards, instruct the EAs to complete a card for each student listed on all Administration Schedules. You should then give the cards to the coordinator for distribution to the students. If any administrations are scheduled for that day, ask the coordinator to be sure they are distributed to the students in time. The coordinator can best determine how far ahead of the scheduled administration the cards should be distributed, and you should leave this to his discretion.

I. Storage of Forms

Before leaving the school, be sure that the SLF (or computer printout), Administration Schedules, and Appointment Cards will be stored in a safe place within the school. These forms (except for the attachments from the Administration Schedules) may not be taken from the school. Ask the coordinator to keep the original copies of the schedules until needed by the EA for administration of a package.

After all packages have been administered in a school, the SLF (or computer printout) and the originals of all Administration Schedules are to be placed in the SLF storage envelope together with the Count of Ineligible Students and left at the school. Remind the person with whom the envelope is left that the materials are to be destroyed in six months and a postal card returned to RTI. The projected date of destruction should be noted on the school calendar as a reminder to destroy the materials.

ESTIMATED PERCENTAGE OF 9-, 13-, AND 17-YEAR-OLD STUDENTS ENROLLED IN VARIOUS GRADES ACROSS THE UNITED STATES*

Estimated Percentage of 9-Year-Olds/Grade Level

Grade Level	Percent
2nd or lower	1.0
3rd	23.0
4th	75.0
5th or higher	1.0
Total	100.0

Estimated Percentage of 13-Year-Olds/Grade Level

Grade Level	Percent
6th or lower	2.0
7th	25.0
8th	72.0
9th or higher	1.0
Total	100.0

Estimated Percentage of 17-Year-Olds/Grade Level

Grade Level	Percent
9th or lower	2.0
10th	13.0
11th	74.0
12th	11.0
Total	100.0

*Estimated from National Assessment data averaged over the first eight years.

SCHOOL WORKSHEET

(Complete for each school for which you receive a Package Assignment Form)

PSU Number _____ School Number _____

Complete Parts A - D only after crossing out names of students listed on the SLF who are ineligible for any reason.

A. How many students were identified by the school as:

1. Non-English speaking? _____ 2. EMR? _____ 3. Functionally disabled? _____

B. How many names were crossed out for students:

1. With out-of-range birthdates? _____ 2. No longer enrolled? _____

3. Who were ineligible for any other reason(s)? _____ (Specify reason(s) in Part F.)

C. What was the source used to complete SLF? _____

D. Sampling

1. Subsampling not used:

a. Total count of eligible students listed on SLF _____

2. Subsampling used:

a. Total count of eligible students listed on SLF a. _____

b. Enter sampling interval from Item 2 of Package Assignment Form b. _____

c. Multiply Item a. by Item b. c. _____

E. Complete after packages have been administered in the school.

Pkg. No.	No. Completed	Pkg. No.	No. Completed	Pkg. No.	No. Completed	Pkg. No.	No. Completed
___	_____	___	_____	___	_____	___	_____
___	_____	___	_____	___	_____	___	_____
___	_____	___	_____	___	_____	___	_____

F. Indicate any problems related to sampling or obtaining quorums. Explain in full when an assigned package administration is not given. Indicate self-identified nonreaders by package and ID numbers. (If additional space is needed, continue on a separate sheet and attach to RTI copies.)

_____

_____

_____

_____

_____

_____

_____

_____

G. Coordinator _____

District Supervisor: _____ Date Completed: _____

Disposition: White copy to MRC; yellow and pink copies to RTI immediately upon completion of all work in the PSU; goldenrod copy retained by DS.

PSU Number _____ School Number _____ DS Name _____

I. School Data

A. Number of new ineligibles by type:

Type	No.
Non-English speaking	_____
EMR	_____
Functionally disabled	_____
Out-of-range birthdates	_____
Ineligible for any other reason (Specify reason(s) in Part F. of School Worksheet)	_____

B. Total number of new eligibles _____.

II. Package Data

Package Number	No. Of New Eligibles Selected	No. Of Selected Students No Longer Enrolled: No. Of Transfers	No. Of Selected Students No Longer Enrolled: No. Of Withdrawals For All Other Reasons	Final Group Size
1	____	____	____	____
2	____	____	____	____
3	____	____	____	____
4	____	____	____	____
5	____	____	____	____
6	____	____	____	____
7	____	____	____	____
8	____	____	____	____
9	____	____	____	____
10	____	____	____	____
11	____	____	____	____
12	____	____	____	____
13	____	____	____	____
14	____	____	____	____

Distribution: Return to RTI with School Worksheet

CHAPTER XII PACKAGE ASSIGNMENT

FORMS

OMMITTED DUE TO CONFIDENTIALITY

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS YEAR 11

___-YEAR-OLD SCHOOL PACKAGE ASSIGNMENT FORM

(Telephone Version)

DS Name:_____ School Name:_____

PSU Number: _____ Address:_____

School Number: _____ _____

Special Session Code:_____ Telephone:_____

Principal:_____

Coordinator:_____

(Check applicable instructions in left-hand column.)

1. Perform the following steps:

   A. Examine the list to be sure eligibles have been included for each grade in the school.

   B. Examine the list for ineligibles (out-of-range birthdates, EMR, non-English speaking, functionally disabled students, students listed more than once).

   C. Exclude all ineligibles from the list by drawing a line through their names.

___ 2-1. Subsampling is not to be used. Number the eligible individuals on the list. Complete Part D.1 of the School Worksheet.

___ 2-2. The sampling interval is _____. If the school has previously subsampled, number every line and complete Part D.2 of the School Worksheet. If the school has not previously subsampled, start numbering with the _____ _____ individual and number every _____ _____ eligible on the list. Complete Part D.2 of the School Worksheet.

___ 2-3 Use the table below to determine the sampling interval based on the total eligibles in the school.

RANGE OF ELIGIBLES	START NO.	SAMPLE INTERVAL	RANGE OF ELIGIBLES	START NO.	SAMPLE INTERVAL
____-____	___	____	____-____	___	____
____-____	___	____	____-____	___	____
____-____	___	____	____ or more	___	____
____-____	___	____			

If not subsample, complete Part D.1 of School Worksheet. If subsample, complete Part D.2.

___ 3-1. Special instructions: none.

___ 3-2. Special instructions: This school has been assigned a portion of a group administration. Follow the instructions below and in Items 4-7.

A. If the school has fewer eligibles than the group size determined in Item 4, administer the package(s) to the eligible students present.

B. If the school has no eligible students, complete a School Worksheet (Part D only) for the school by entering a "zero" in Part D.1.

4. Determining the final group sample size:

A. Use the table below to determine the final group sample size based on the <u>total</u> eligibles recorded in Part D of the School Worksheet.

RANGE OF ELIGIBLES	GROUP SIZE	QUORUM
___-___	___	___
___-___	___	___
___-___	___	___
___ or more	___	___

10

B. If actual eligibles are fewer than the total of the group sample size times the number of package(s) assigned, determine the group sample size by dividing the actual eligibles by the number of package(s) assigned. If final average group size is fewer than 15 call RTI before proceeding.

C. In Part F of the School Worksheet, indicate the final group sample size as determined above. In Item 6.B below, record the final group sample size for <u>each</u> package and the total sample size.

5. Below is a set of random numbers. Use the set of random numbers to select the total number of students for package(s) listed in Item 6. If the total eligibles numbered on the SLF is greater than ___, call RTI before proceeding. Some random numbers may be out-of-range (i.e., the random numbers may be larger than the number of eligibles). Ignore such numbers and go on to the next number. Always cross out the random numbers as they are used or if they are out-of-range. Each number used denotes a selected student from the list of eligibles you have already numbered.

___ ___ ___ ___ ___	___ ___ ___ ___ ___	___ ___ ___ ___ ___
___ ___ ___ ___ ___	___ ___ ___ ___ ___	___ ___ ___ ___ ___
___ ___ ___ ___ ___	___ ___ ___ ___ ___	___ ___ ___ ___ ___
___ ___ ___ ___ ___	___ ___ ___ ___ ___	___ ___ ___ ___ ___
___ ___ ___ ___ ___	___ ___ ___ ___ ___	___ ___ ___ ___ ___

_ _ _ _ _	_ _ _ _ _	_ _ _ _ _
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_ _ _ _ _	_ _ _ _ _	_ _ _ _ _
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_ _ _ _ _	_ _ _ _ _	_ _ _ _ _
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_ _ _ _ _	_ _ _ _ _	_ _ _ _ _
_ _ _ _ _	_ _ _ _ _	_ _ _ _ _
_ _ _ _ _	_ _ _ _ _	_ _ _ _ _
_ _ _ _ _	_ _ _ _ _	_ _ _ _ _
_ _ _ _ _	_ _ _ _ _	_ _ _ _ _
_ _ _ _ _	_ _ _ _ _	_ _ _ _ _

6. Group Package(s):

A. Use the set of random numbers in Item 5 to select the sample students for the group package(s) listed below. Circle the number in column 6 of the SLF for each selected student.

B. Assign the selected students to the group package(s) listed below in the order of the administration letter(s) listed. The student with the smallest circled number will be assigned to the first administration letter; the student with the next smallest number circled will be assigned to the second administration letter, etc. As students are assigned to the package(s), the administration letter is to be entered in column 6 beside the student's circled number. Repeat this procedure until all students are assigned to a specific group package.

Administration Letter	Package Number	Group Sample Size
___	___	___
___	___	___
___	___	___
___	___	___
___	___	___
___	___	___
___	___	___
___	___	___
___	___	___
___	___	___
	Total	_____

10

C. For each group package to be administered in the school, complete a Group Administration Schedule.

7. See Chapter XII of the DS Manual for additional instructions on the use of this form.

XIII. TRAINING AND SUPERVISION OF EXERCISE ADMINISTRATORS

It is vitally important to the success of the NAEP project that all package administration procedures be conducted in a standardized manner. As a District Supervisor, you have a key role in this regard. You must constantly stress the requirement for total standardization to your EAs and take the necessary quality control measures to insure that they comply. You must also stress to your EAs that the confidentiality of the NAEP materials and of the data collected must be maintained at all times.

A. General Instructions

Exercise Administrators were authorized to spend up to one hour studying the EA Manual before assessment and should have a general idea of the tasks required of them. You should spend up to two additional hours training your EAs in package administration. The Administrative Instructions Manual has been prepared for your use in training EAs and for their use during assessment sessions. It contains instructions for the EAs to use for package administrations, racial identification guidelines, copies of the Background Questions together with instructions for administering and checking them, and codes to be used on the cover page of the package. Give the EAs the Administrative Instructions Manual prior to actual EA training.

During EA training, all procedures set forth in the EA and Administrative Instructions Manual must be covered. Train the EA in the use of the tape recorder and stimulus tapes and demonstrate the administration of a package. Never permit EAs to administer a package without training in package administration.

During the training of EAs, emphasize the necessity of being on time for scheduled sessions and of adhering to commitments made by you to school officials.

You must observe the first package administration at each age class by each EA. After the administration you should critique it with the EA and train further if there were problems.

Early in each assessment, after other scheduled tasks have been completed, you should again visit your EAs so that you can review with them package administration procedures and their completed packages. Complete this review as soon as possible after the EAs have completed several package administrations so that you can clarify any misconception they may have and call to their attention any omissions or errors in the coding of the packages. If possible, visit your EAs each day they work during the assessment. Reviewing their completed work on a regular basis is important. As you feel it is necessary, you may observe or tape record sessions to insure quality administration of packages.

Give your EAs your motel or home telephone number for routine and emergency use. If you are staying at a motel, leave instructions with the motel telephone operator to take messages; check periodically during the day for messages. If you encounter emergencies you are unable to handle, call your Regional Supervisor.

B. Training in Package Administration

The instructions for package administration are specified in Chapter III of this manual and in the Administrative Instructions Manual. Prior to beginning specific instructions for package administration, train your EAs thoroughly in the use of the tape recorder and stimulus tapes. Instruct them to test the volume of the recorder before the students enter the room

by playing the identifying information at the beginning of the tape. This identifying information is not to be played for the students.

Review with the EAs the procedures outlined in Chapter III making sure they understand each step completely and stressing the following points:

- The number of students who are scheduled to complete the package is determined from the Package Assignment Form; enter the number on the Administration Schedule for the EA's information. Instruct the EA to begin package administration when it appears that all students who will attend the session are present and to allow no student to enter after the stimulus tape has begun.

- Exercise extreme care in transcribing the I.D. Number from the package to the Administration Schedule beside the name of the student to whom the package is given.

- The racial identification code must be entered on the Administration Schedule for each student who participates in the session.

- If the EA observes a student who is "cheating" or "malingering," the EA should encourage the student to work independently. However, if the student continues, the EA should ask the student to leave the room and explain the situation on the package cover.

- If school officials ask to observe a session, the EA should refer them to you, and it will be your responsibility to tell the officials that we inform the students that no one in the school will see the results; a school official in the room may cast doubts on our statement to the students.

It is also important to emphasize to your EAs the necessity for standardized package administrations. For example, EAs should not be permitted to insert their own comments into the administration format;

nor should they provide assistance with the actual exercises (except, of course, for the Background Questions). You must closely supervise your EAs to insure data collection of the highest quality.

C. Administering the Background Questions

Instruct the EAs to administer and check the Background Questions according to instructions given in the Administrative Instructions Manual. If a student refuses to complete the Background Questions, the EA is to give you this information along with the package number and package I.D. Number.

Stress to your EAs the importance of the Background Questions. In recent years, numerous errors were detected at MRC with respect to these questions. There must be a response to each Background Question unless the school or student has refused. Many packages had isolated questions omitted, with no comments or notations from the EA or DS. The two most common errors occurred in questions dealing with place of residence on certain birthdays when (1) the student wrote in a state or territory but did not shade the oval or (2) the student wrote in a response which was not a state or territory (e.g., Portland).

As mentioned in the Exercise Administrator Administrative Instructions, "Before dismissing a student from any session, check the Background Questions for the student." Finally, please remember that you are responsible for checking your EAs' completed work.

D. Explaining Incomplete Packages

Review with the EAs Section B.5 of Chapter III and stress the importance of explaining unusual situations in full on the cover page of any package a

student fails to complete. If the EA does not know the reason for noncompletion, the entry on the cover page should be "Reason Unknown". Stress also that when EAs are writing on the cover page the are not to write in the blocks and ovals on the cover of the page or in the left margin.

E. Coding

The coding instructions for the cover page of the packages are given in Chapter IV of this manual and in the Administrative Instructions Manual.

The instructions on coding the cover page should stress that extreme care must be taken in coding the information on the cover page from the proper line of the Administration Schedule. The I.D. Number is used to match the packages with the correct line on the Administration Schedule. You must enter on the Administration Schedules the PSU and school numbers to be entered in Column 8. Both numbers are specified on the Package Assignment Form. Schools selected for 9-year-old assessment are numbered [redacted]; schools selected for 13-year-old assessment are numbered [redacted]; schools selected for 17-year-old assessment are numbered [redacted]. A school selected for more than one age class assessment will have different school numbers for each age class. Be sure the number you enter on the Administration Schedules is taken from the Package Assignment Form for the age class being assessed!

Carefully review the first packages completed by the EAs to see that the coding is properly done and that the shaded ovals are dark enough to be machine scored.

XIV. ADMINISTRATIVE PROCEDURES - DISTRICT SUPERVISOR

A. Introduction

This section of the District Supervisor's Manual was prepared to provide each District Supervisor with detailed information on travel policies and expenses and to outline specifically certain administrative tasks which will be the continuing responsibilities of each District Supervisor. If you encounter problems relating to scheduling and fiscal operations for which no solution is offered in this chapter of the manual, call your Regional Supervisor for guidance.

B. Assessment Administrative Reports

1. Time Reports

Since you are handling supervisory responsibilities and are in a certain income bracket, you are not subject to general wage and hour laws. However, you must account for each working day in order to provide the central office with a record of your time so that an allocation of your labor may be made to the proper accounts.

Your working month, for accounting purposes, will be computed in hours by multiplying each non-holiday weekday by eight hours. Many days you may have to work in excess of eight hours, but you have to account for only eight hours since overtime rates are not involved. Thus, each working day you will record on a Research Triangle Institute Time Report the number of hours (based on eight-hour workdays) that you worked on the project and the number of hours which are to be charged to vacation, sick leave, or other activities (emergency leave due to death in immediate family, etc.). From time to time you may be asked to work on some phase of NAEP other than the regular assessment. In each of these instances you will be provided with the proper project number. It will

be your responsibility to indicate how you spent each workday, based on eight-hour working days. An example of a properly completed RTI Time Report is shown on the next page.

Time reports will be sent to you before the beginning of the periods they cover. The dates to be accounted for will always be entered at RTI. You should complete them properly, sign them, and send them to RTI at the end of each period.

RTI will mail your payroll check the last working day of each month to your home address or to your bank for deposit. If you prefer the latter arrangement, you must provide RTI with any special mailing or handling instructions, including bank deposit slips if required.

2. Weekly Status Report

The District Supervisor Weekly Status Report is designed to provide central staff with data necessary for project reports and with a summary of problems encountered (if any). A Weekly Status Report is to be mailed to RTI each week you work. Should you work in two or more PSUs during a week (as often occurs in an SMSA area) you must submit a separate report for each PSU in which you work. Following are instructions for completing this report. An example of a properly completed report is shown on page XIV-7.

a. Heading

Enter your name, the date (beginning with the Sunday of the week covered by the report), the PSU number, and the age class(es)* in the space provided.

b. Part A

(1) Column 1 - Date - Enter the date for each day during which you drew samples or you or your EAs administered any packages.

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* During Age Class 1 assessment, you will also select student samples in Age Class 3 schools.

RESEARCH TRIANGLE INSTITUTE

TIME REPORT

EMPLOYEE SIGNATURE

FIRST NAME: Woody | MIDDLE INITIAL: H. | LAST NAME: Yates

ORGANIZATION CH NO: 5453

PAGE ____ OF ____

I.D. NO: 1142

PERIOD ENDING: October 17 1979

SUPERVISOR APPROVAL

DATE APPROVED

PROJECT/ O.H./ W. O. No.	DATE	10/1	10/2	10/3	10/4	10/5	10/6	10/9	10/10	10/11	10/12	10/13	10/16	10/17		TOTAL HOURS
	SUB NO.	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	SAT	
1769	2	8	8	8	8	8		8	8	8	8	8	8	8		96
Vacation							8									8
TOTAL REGULAR TIME		8	8	8	8	8	8	8	8	8	8	8	8	8		104
	OVERTIME															
TOTAL OVERTIME																

EXAMPLE

PLEASE EXPLAIN ANY ADDITIONS, DELETIONS, OR CORRECTIONS

NOTE: ALL OVERHEAD SUB NUMBERS AND PROJECT TASK NUMBERS MUST BE LISTED IN SUB NUMBER COLUMN.

RTI-SA-4-73

(2) Column 2 - School - This column refers only to package administration. Enter the school number(s) in which you or your EAs administered packages. Only one school number is to be entered per line.

(3) Column 3 - DS Administrations - Enter the total number of package administrations you completed on the date indicated.

(4) Column 4 - EA Administrations - Enter the total number of package administrations your EA(s) completed on the date indicated.

(5) Column 5 - Total Administrations - Enter the sum of DS and EA administrations on the date indicated.

(6) Column 6 - Samples Drawn School Number(s) - Enter in this section the school numbers of each school in which a sample is drawn on the date indicated. More than one school number may be entered on the same line.

(7) Enter the sum of the entries of Columns 3, 4, and 5 in the TOTAL section located at the bottom of each column.

c. Administrations

Entries are to be made in this section only after all work for the week has been completed.

(1) Assigned to PSU - Enter the total number of sessions assigned to the PSU on the Package Assignment Forms for the PSU. This number will be the same on all Weekly Status Reports for one PSU.

(2) Makeups or Followups Required - Enter the total number of makeup or followup sessions previously conducted and those to be conducted in the PSU.

(3) Total Administrations - Enter the sum of the above two numbers.

(4) Completed to Date - Enter the total of all administrations completed in the PSU by the last date covered by the report.

(5) Lost to date - Enter the total number of all administrations lost in the PSU by the last date covered by the report. Lost administrations must also be explained in Part B.

(6) To Be Completed - Add the number entered in the Completed to Date column to the number entered in the Lost to Date column. That sum should be subtracted from the Total Administrations column and the remainder entered in the To Be Completed column.

d. Hardshells Shipped

For completed work in a PSU, enter the date and number of hardshells shipped to MRC; for work not completed in the same PSU, enter the number to be shipped. When appropriate, enter "0".

e. Part B

In this section you must provide a record by PSU number and school number of any school refusals, school restrictions, changes in assessment schedule, or lost administrations. If refusals or changes in the assessment schedule occur, call RTI immediately. School restrictions include instances where:

(1) A school or school system does not allow the administration of one or more exercises. (In such instances, identify the exercise by exercise number and package number and give the reason for the restriction.)

(2) A school or school system does not allow the administration of one or more Background Questions. (In such instances, identify the questions involved by number and if possible, give the reason why they were not allowed.)

(3) A school requires that a parental letter be sent before or after assessment. (In such instances, send RTI a copy of the letter when a copy is available and, in Part B, indicate if it was an information or written-permission letter and if it was sent to parents of all eligibles or just to sample students.)

"Changes in assessment schedule" are defined as instances when you are not able to hold introductory meetings as scheduled or when you are unable to finish assessment in an entire PSU as scheduled. In either case, give in Part B the reason(s) for postponement and the date you expect to complete the rescheduled task and call your Regional Supervisor.

There may be times when an assigned package administration cannot be completed. Usually this will result when a school does not have any eligibles in the age class being assessed. When this occurs the assigned package administration is defined as a lost administration and you should explain the situation fully in Part B. It is important that you account for all administrations assigned to the PSU. If an administration is lost, it is to be entered in the proper space in Part A and a detailed explanation must be entered in Part B.

Should you arrive at a school and find "no eligibles", explain as fully as possible in Part B. Give the package number(s) assigned to the school and the number of students assigned to take the package, as determined on the Package Assignment Form.

BE SURE TO IDENTIFY YOUR ENTRIES IN PART B BY PSU NUMBER AND SCHOOL NUMBER(S).

If additional space is required for explanation, use a separate sheet and identify each entry by PSU and school numbers. Also enter your name

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and the date on the sheet and attach to the Weekly Status Report.

f. Part C

This section provides RTI with a record of activities or problems which are pertinent to the week's work. It is not necessary to report items shown in Part B unless further explanation of an activity or problem is needed for clarity. All telephone and correspondence contacts which are made in December, January and February with principals involved in the 9-year-old and 17-year-old assessments are to be noted in Part C. If the space in this section of the status report is inadequate to explain the activities or problems, use a separate sheet. (Be sure to identify each entry on the attached sheet by PSU number and school number; enter your name and date and attach to Weekly Status Report.)

g. Disposition

The District Supervisor's Weekly Status Report is printed on NCR paper which provides an original and two copies. Mail the white and yellow copies to RTI and keep the pink copy for your records. The Weekly Status Reports must be mailed by Saturday night of each week. Your Regional Supervisor will use this report to assist you with any problems which occur. Remember that it is important to the success of the study for project management to be totally informed of problems you encounter in the field. Therefore, use this report to note all problems of any importance.

C. Administrative Procedures Involving Exercise Administrators

1. Terms of Employment

Exercise Administrators must clearly understand that they are employees of Powerforce Inc. Listed below are the four main items that you are to discuss with each EA before the EA begins work:

a. Powerforce Company is the EA's employer.

b. EAs will report hours worked and expenses to RTI which will, in turn, submit them to Powerforce for payment.

c. The information the EA obtains through engagement as an Exercise Administrator is to be kept confidential and is not to be divulged other than to authorized RTI employees.

d. You cannot promise a particular number of work hours to an EA.

You must compute each EA's hourly rate at the time of selection. To make this computation you must first determine the current daily rate for substitute teachers in the school system(s) in the PSU(s) in which the EA will be assigned. You then divide this rate by seven (7) and round your result up to the nearest ten cents. HOWEVER, THE MAXIMUM RATE FOR EAs IN YEAR 11 IS $5.50 PER HOUR AND THE MINIMUM RATE IS $2.90 PER HOUR. If more than one school system is involved and each pays substitute teachers at a different rate, use the highest rate.

In Year 11 EAs will be compensated for time spent in assessment duties and for time spent beyond one-half hour normal driving time either in getting to or returning from their work site within a PSU. This compensation is not detailed in the EA Manual; you should make yourself aware of driving times beyond one-half hour and inform the specific EAs of this special rule. Such time should be entered in the "Travel Between Schools" column of the EA's Daily Production, Time, and Expense Report described below.

If you and your Regional Supervisor decided it is advisable to use

a particular EA in more than one PSU, the EA will generally be compensated for time spent beyond one-half hour normal driving time to or from the work site. This compensation, either within a PSU or between PSUs, will apply if the EA drives a personal car or rides with you.

Compensation for travel hours under these guidelines should help you recruit EAs in situations involving abnormal travel time; however, you must discuss with your Regional Supervisor the cost implications before you decide to use an EA in more than one PSU.

2. EA Numbers

As you select EAs it will be your responsibility to assign each of them an EA number. Each EA number you assign must be a unique two-digit number. Start with the number "01" and assign EA numbers in sequence; e.g., "02", "03" . . . . "50". Reserve "99" for yourself for use when you administer packages; numbers 51-98 are reserved for other staff members. On the Record of Exercise Administrator Numbers enter the number you assign to each EA you select, plus the EA's name, address, and telephone number. Enter the racial code* of all individuals you select in the appropriate space and the number of the PSU(s) in which they are to work. Use as many sheets of this form as necessary. This record is to be retained by you and mailed to RTI as soon as the assessment of the three age classes is completed. Prior to mailing this form to RTI, use the rating scale printed on the form to evaluate the performance of each EA used for assessment. An example of this form is shown on the next page.

At the time you assign a number to an EA, write the number on the front of the EA's manual. Make sure the EA knows that this number is to be used when coding packages.

* This information is being gathered for research involving administrator bias.

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
A PROJECT OF THE EDUCATION COMMISSION OF THE STATES

RECORD OF

EXERCISE ADMINISTRATORS' NUMBERS

Rating
1. Excellent
2. Good
3. Average
4. Below Average
5. Poor

_____
District Supervisor

EA Number	Name/Address/Telephone	Racial Codes	PSU No(s)	Rating

EXAMPLE

Racial Codes: 1 = White, 2 = Black, 3 = Puerto Rican, 4 = Mexican American, 5 = Other

Mail this form to RTI upon completion of Age Class 3 assessment in your last PSU.

3. EA's Daily Production, Time, and Expense Record

At the time you select an EA, have the EA complete a W-4 IRS form. Provide the EA with a copy of the Exercise Administrator's Daily Production, Time, and Expense Record and give instructions on how to properly record production, time, and expenses.* (See Chapter V.) You are to enter in the box in the upper left-hand corner the PSU number, age class, EA number, and rate of compensation. You are also to enter the project number in the appropriate space in Summary of Daily Record. If an EA works in more than one PSU, separate EA's Daily Production, Time, and Expense Records must be prepared and submitted.

The record should be submitted to you upon completion of the EA's assignment. It will then be your responsibility to check the daily entries and totals shown on the Record for accuracy of reporting and to approve it by signing the Record on the appropriate "Approved by" line. Before approving the Record, check for overtime. Multiply all hours in excess of 8 a day by one-half the daily rate and enter on the line below "Total Hours". Correct the total amount due. Overtime for EAs should be kept to a minimun. Separate the sheets, give the EA the goldenrod copy, and submit the white and yellow copies to RTI. Keep the pink copy for your records. Mail each EA's Daily Production, Time, and Expense Record directly to RTI at the completion of work in a PSU. Each form must have the EA's name, mailing address, telephone number, and Social Security Number entered at the top of the page. By approving each EA's Daily Production, Time, and Expense Record you are indicating to RTI that all charges are reasonable and, in your opinion, correct. Check to see if manual study time is included and that it does not exceed the authorized maximum of one hour.

Always make sure each EA knows when to expect payments. Inform your

* EAs will be reimbursed for all mileage in excess of ten miles per day at the rate of $.17 per mile.

EAs that they can expect payment within approximately two weeks from the date that the Record is received at RTI.

D. Travel

1. Proper Scheduling

It will be your responsibility to make travel arrangements to allow you to keep your appointments as scheduled with school officials and with Exercise Administrators participating in the assessment program. When traveling by auto, you should leave early enough to give yourself extra time to meet your appointments properly in case you are slowed down by unexpected car trouble, bad weather, or heavy traffic. If your destination is more than two hours away and you have an early morning appointment, it is probably advisable to arrive in the area the night prior to your scheduled meeting.

Another aspect of proper scheduling is being able to reach the site of each of your appointments in a direct manner without delay. On your first visit to any city of size, obtain (purchase, if necessary) a map of the area to assist you in locating the points in the city you will be visiting.

In the course of a year, you may encounter unforeseen problems that may cause you to be late for an appointment. As soon as it is evident you cannot meet an appointment on time, call ahead to inform all parties you are meeting that you are delayed and to schedule another meeting later in the day or week. You will soon realize that the entire National Assessment project is based on a very tight schedule and that you must make every working day a productive one. Thus, proper scheduling of your travel is a necessity.

2. Reservations

Seasoned travelers make reservations for lodging, air transportation, and car rentals well in advance of the scheduled dates of their trips. It will

be your responsibility to make reservations to insure availability of lodging and/or transportation. Making such reservations not only is a device to help you meet your appointments promptly, but it will also eliminate the personal inconvenience of having to search for lodging upon your arrival in a city or, if traveling by air, the inconvenience of long waits in air terminals and the extra cost of having to take longer, less-direct flights.

Some District Supervisors may not be using air transportation except to attend training sessions. If you do travel by air, however, always call for reservations as soon as you know the date(s) you will be traveling. Make sure you know the deadline for picking up your tickets. If you do not have a credit card accepted by the airlines, many airlines will take a personal check for the amount of the fare, providing you have proper identification. ALL AIR TRAVEL MUST HAVE PRIOR VERBAL APPROVAL OF YOUR REGIONAL SUPERVISOR.

Most chain or franchise hotels and motels will make free reservations for you with affiliates in other cities. Holiday Inns of America probably has a franchise in more cities than any other franchising organization. Other chains or franchise operations offering free reservation service include Sheraton, Quality Courts, Howard Johnson's, Ramada Inns, etc. Some motels and hotels honor the credit card of a major oil company as well as other national credit cards such as Carte Blanche, American Express, etc. (Using credit cards reduces the amount of cash you need to carry when traveling.) You should plan to stay in a comfortable motel; however you should also be concerned with the cost involved. Do not plan to stay in luxury motels or hotels.

3. Itineraries

District Supervisors are part of a national field staff. Implementing the National Assessment project properly necessitates frequent communication from the central staff to the District Supervisors; often this

communication must take place quickly while the District Supervisor is away from home. Therefore, it is very important that District Supervisors keep the central staff fully informed of their business itineraries.

District Supervisors must prepare, on a weekly basis, an itinerary report of their planned travels and activities. This report, which should be completed for a Sunday-through-Saturday week, is printed on NCR paper. Mail the white copy of each itinerary report you prepare to RTI; you are to keep the yellow copy for your records.

Whether you are working a PSU out of your home or a hotel/motel, you must prepare and submit an itinerary report for each week in order to inform the central staff where you can be reached in the late afternoons and evenings. If you must alter your schedule, call Brenda Porter at RTI (1-800-334-8571) and report any changes to her. (Also send a revised itinerary to RTI.)

An example of a properly completed itinerary report is shown on the next page. An itinerary report must be prepared for each week and the white copy must be at RTI 10 days prior to the beginning of the week the report covers. To insure this, you should mail the report at least three weeks in advance of the week covered by the report. If you will be staying at home an entire week, simply complete the heading of an itinerary report, check the appropriate box, sign and date it, and mail the white copy in time to reach RTI 10 days prior to the week covered by the report.

Another responsibility in this general area is to provide your Regional Supervisor with your current home telephone number and mailing address (also

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residence address if it differs from your mailing address). Report anticipated address and telephone number changes to him as soon as you know what the changes will be and when they will become effective. It is imperative that your Regional Supervisor be able to contact you quickly whether you are at home or on the road.

It also is imperative that your Exercise Administrators be able to contact you during the interim from the time you select them through the assessment week(s) in which they are scheduled to participate. Always make sure when you select them that they enter your name, home telephone number, and address in the proper spaces on page I-6 of the Exercise Administrator Manual. Give them instructions to call you, COLLECT, at your home if they encounter problems which may keep them from assisting you during assessment. If you will be traveling most of the week and there is no one at your home to forward calls to you, you should instruct your EAs to call RTI. Encourage them to write about lesser problems.

E. Travel Expenses

1. Travel Advances

A travel advance is made to each District Supervisor prior to beginning work. This is a standing advance to cover expenses involved in attending the training sesion, subsistence expenses, and auto expenses for the first few weeks of work in your district. This allows turn-around time for weekly expense reports to reach the central office and for expense checks to be sent to you. You will be allowed to keep this standing advance for the duration of the assessment year unless experience indicates an adjustment is in order. If you find this advance is not sufficient to cover your normal travel expenses or if you need more travel funds on a short-term basis, you will have to make such

requests through your Regional Supervisor.

Keep in mind that the travel advance is in effect a loan and will have to be repaid at the time your employment is terminated or if you are assigned to the central office. The Accounting Department at KTI may send you periodic requests to confirm the outstanding balance of advances. You should be able to account for the entire amount of your standing advance at all times.

2. Transportation Expenses

a. Use of Your Auto

You will be compensated $.17 for each business-connected mile that you drive in your own auto. You, in turn, will be responsible for all auto depreciation, maintenance, and optional expenses incurred by you as a result of business travel by personal auto. You will be financially responsible for maintaining all auto insurance coverage as required by the state in which you are residing.

There are two incidental expenses for which you will be compensated over-and-above the regular mileage payment---parking and tolls. Parking fees will be reimbursed to you in full providing free parking is not available in the general area of the addresses you are visiting on business. Bridge, tunnel, and parkway tolls are also reimbursable items providing they are incurred in the course of business travel. You will have to explain miscellaneous items which exceed $1.00. Therefore, you should obtain receipts for tolls and daily parking fees exceeding $1.00 as these are considered miscellaneous expense items.

b. Air Travel

As previously stated, air travel for some of you will be used only when attending training sessions, but if additional air travel is deemed necessary, you must have verbal approval of your Regional Supervisor prior to

making the trip. It will be your responsibility to make your air transportation reservations. ALWAYS SAVE YOUR AIRLINE TICKET PASSENGER COUPONS (the last page in each ticket book) and receipts for any excess baggage charges, AND ATTACH THEM TO THE EXPENSE REPORT IN WHICH THESE EXPENSES ARE REPORTED.

c. Other Modes of Transportation

(1) Auto Rental

If you travel by air to points in your district, you will probably need to rent an auto for ground transportation. Also, in the event your auto requires repair and you need auto transportation to perform your duties, it is permissible to rent an auto if you obtain approval in advance from your Regional Supervisor. It is your responsibility to maintain an auto in good working order, and you should use rental autos as a substitute for your personal car only in emergency situations and with the approval of your Regional Supervisor.

Rental fees are generally based on the number of days rented and the type of auto rented, with a discount offered for rental periods of a week or more and to holders of certain credit cards. If you are authorized to rent an auto, RTI will issue you a Hertz #1 Club credit card. When you make your reservations, the use of your Hertz #1 Club number will guarantee you a car at your destination point at the rate approved for RTI employees. Any problems encountered with this procedure should be reported to your Regional Supervisor.

After you have returned the car to Hertz, ATTACH THE RECEIPT TO THE EXPENSE REPORT IN WHICH YOU ARE REPORTING THE RENTAL EXPENSE.

If the rental agreement does not provide for reimbursement of gasoline purchases, also be sure to attach receipts for the gasoline you bought for use in the rental vehicle and include this expense in your expense report.

(2) Taxis and Other Public Transportation

If you find it necessary to use taxis, buses, subways, or other forms of public transportation in carrying out your assignment, you may do so, providing the cost is less or equal to the cost of driving your own auto (mileage, plus tolls, and parking). However, prior approval from your Regional Supervisor is required if the cost of such transportation will exceed the cost of driving your own auto.

3. Subsistence Expense

You will be reimbursed for all reasonable outlays to commercial establishments for food and lodging when you are working away from home. (Payments by you to friends and relatives for food and lodging are not reimbursable). The policy for payment of meals and comments on subsistence limits and the need for lodging receipts are covered in Section E.5 of this chapter.

4. Telephone Expenses

When possible, all long distance calls to RTI are to be dialed toll-free at 1-800-334-8571 between 8:15 a.m. and 5:00 p.m. Eastern Time. If you need assistance after 5:00 p.m., or on a weekend, call one of the persons listed below. Place these calls on a direct-dial basis.

Regional Supervisor

Kirk Pate (919) 851-7674

Allen Duffer (919) 781-7927

Administrative Coordinator

Dick Russ

During the year each of you will make numerous telephone calls involving long distance tolls or local charges to RTI, to school officials, and to your Exercise

Administrators. The cost of all these business-connected long distance and local calls should be paid by you. You will be reimbursed for these calls after reporting them on your expense report. It is mandatory that you obtain and use a telephone credit card for making these business-related calls. Do not have your long distance calls charged to your hotel or motel bill. Since most motels and hotels affix a surcharge to each long distance call made through the hotel operator, the use of a credit card can result in substantial savings on these calls. The separate statement which your telephone company issues monthly for your credit card calls can be submitted with your expense report for reimbursement.

Most RTI business-related telephone communication for District Supervisors will be with the central staff; however, it is possible that an occasional business-related telephone conversation between specific District Supervisors is necessary. Because of cost implications, telephone calls between District Supervisors are allowable as business expenses only if they have prior approval by the Regional Supervisor as a necessary business-related conversation. The cost of occasional long distance telephone calls to your home is an allowable expense; however, such calls should not be excessive in either time or frequency.

Do not hesitate to make necessary long distance calls on business matters; but, on the other hand, be judicious in the length of time you talk. Remember that long distance toll charges are based on a set schedule for the first three minutes of your conversation, with an additional charge for each minute (or fraction thereof) that your conversation exceeds three minutes.

5. Expense Report

a. General

Each District Supervisor is to keep a record of all business-related expenses for which he expects reimbursement under RTI policies covering

travel expenses summarized in the preceding sections. All such expenses are to be submitted promptly on a weekly basis (Sunday through Saturday) on a District Supervisor's Expense Report. Entries are to be made on this report on a daily basis to insure accurate reporting of all business expenses, including those expenses of District Supervisors who are working at home and are not incurring subsistence expenses. An example of a properly completed District Supervisor's Expense Report is shown on the next page.

b. Heading

Enter the appropriate date, project number and your I.D. Number in the spaces provided.

c. Itinerary

To document your travel expenses and to satisfy the requirements of RTI's Accounting Department, you must enter on a separate line for each day (in the proper column) the date of each day you work, the place from which you began your working day, and the place you visited (or at which you ended the day if you did not return to your starting point).

d. Personal Auto

Enter in this column, on a daily basis, your mileage and the charge for traveling you did in your auto. Mileage charges are to be computed at the rate of $.17 per mile that you drive your auto on business. Always be sure you record your odometer reading when you start out in your auto each working day so at the end of the day you will be able to determine the exact number of miles you have driven. There is no need to submit odometer readings with your report to document your mileage expenses.

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e. Rental Auto

Car rental charges are to be entered at the bottom of the Personal Auto column in the block designated total charges for rental autos and must be supported by a receipt attached to the report in which the charges are presented.

f. Airline

Airline tickets and excess baggage fees which are paid for by you are to be entered in this column and the coupon or receipt attached to the report in which such charges are presented. If you purchase tickets or pay baggage fees with an RTI issued Air Travel Card, indicate the costs of the tickets in the Air Fare Charged to RTI section. Such charges must be accompanied by receipts and are non-reimbursable.

g. Lodging

LODGING EXPENSES ARE TO BE SUPPORTED BY A RECEIPT WHICH MUST BE ATTACHED TO THE REPORT IN WHICH THE CHARGES ARE PRESENTED. You will find that motel and hotel rates vary both geographically and seasonally. RTI policy is to allow its traveling employees to stay in first-class commercial hotels and motels. Do not stay in luxury or resort hotels.

If you charge your hotel or motel bill on a credit card, be sure you attach the actual bill as proof of payment rather than the tissue that you receive as a charge-card receipt. If you are married, there may be occasions when your spouse will accompany you on a business trip. This is a permissible practice, but RTI will not reimburse you for any subsistence (or extra travel) expenses incurred by your spouse on such trips. If your spouse is accompanying you, have the hotel or motel indicate on your bill the rate for a single room (one person) and get a special receipt for your lodging based on that rate. In such instances, both the regular bill and the special receipt must accompany your

expense report as proof of payment.

h. Meals

Meal expenses are reimbursable in only two instances; when you are traveling overnight or when you are working out of your home and your work causes you to be 50 miles or more from home during the evening meal. In the latter instance, the cost of the evening meal only is reimbursable. No receipts are required to support meal expenses. Gratuities for food service are to be included in the amount you report for meals. Your meal expenses must be reasonable to the area in which you are working and cannot in any instance exceed $20.00 per day. If meal and gratuity expenses total less than $20.00 during a day, you are to report the exact amount.

i. Telephone and Telegraph

As previously stated, District Supervisors are to obtain telephone credit cards. All telephone tolls for your business calls must be paid by you and then reported on your expense report. Charges for local calls from coin boxes or your motel are to be entered in the Telephone-Telegraph column and need not be explained unless they total more than $1.00 in a day; e.g., "Telephone expense of $1.20 on March 15 represents six local calls made from motel to school officials in the city".

Occasionally, you may need to send a telegram to communicate with your Regional Supervisor, a school official, or even an Exercise Administrator. All telegrams are to be prepared by you and the expense recovered through your next expense report.

Business calls charged to your home or telephone credit card should be totaled and entered at the bottom of the telephone-telegraph column in the block designated Home Telephone Bill. You need not explain these calls individually, but you must attached the listing of toll calls (which accompanies

your bill) and circle all calls on the listing for which you expect to be reimbursed. Always be sure the total amount you report for toll calls includes the tax on them. Such costs should be entered only once a month.

j. Miscellaneous

In the column reserved for miscellaneous expenses, you are to enter all business expenses not reported in the four preceding categories (fares or mileage, meals, lodging, and telephone-telegraph). Common miscellaneous expenses include bus freight bills, parking fees, porter and skycap tips, tolls, postage, and purchase of incidental supplies.

k. Explanation of Costs

Telephone-telegraph and miscellaneous expenses exceeding $1.00 must be explained in the Explanation of Costs section and should be accompanied by a receipt whenever possible. ANY SIZABLE CHARGE MUST BE SUPPORTED BY AN ACCOMPANYING RECEIPT.

l. Routing of Expense Reports

Total your District Supervisor's Expense Report by Saturday of each week, sign it, enter the number of the PSU(s) in which you were working and mail the white and yellow copies to RTI. The pink copy is to be retained by you for your records. ALWAYS PRINT IN THE LOWER LEFT CORNER OF EACH EXPENSE REPORT THE ADDRESS TO WHICH YOU WANT THAT PARTICULAR EXPENSE CHECK MAILED. This information is needed in order for those persons typing and mailing expense checks in the RTI Accounting Department to avoid looking up your address each time they mail you an expense check.

F. SUMMARY OF ADMINISTRATIVE FORMS USED BY DISTRICT SUPERVISORS

ITEM	PURPOSE	MAIL TO	WHEN
RTI Time Report	To report periodic allocation of time spent on project and other activities	RTI	At end of last working day of each period
District Supervisor's Expense Report	To report weekly travel expenses	Original to RTI; yellow copy retained by DS	By Saturday of each week
District Supervisor's Itinerary Report	To provide project management with advance notice of each DS's travel schedule	Original to RTI; yellow copy retained by DS	In time to be received 10 days prior to week covered. One must be submitted for each week
DS's Weekly Status Report	A. To provide a summary of the amount of work assigned, completed, and remaining in a PSU B. To report school refusals or restrictions, changes in your assessment schedule, lost administrations and/or no eligibles	White and yellow copies to RTI; pink copy retained by DS	By Saturday of each week
EA's Daily Production, Time, and Expense Record and Invoice	To report EA's hours worked and travel expenses	White and yellow copies to RTI; goldenrod to EA; pink copy retained by DS	At the completion of the work in a PSU
Record of EA Numbers	To record EA numbers assigned and to provide record of EA names, addresses, and telephone numbers	RTI	Upon completion of Age Class 3 assessment

Appendix A

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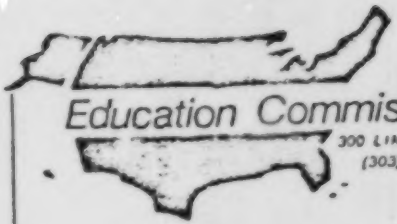

Education Commission of the States
300 LINCOLN TOWER • 1860 LINCOLN STREET
(303) 893-5200 • DENVER, COLORADO 80203

1572

June 8, 1979

INITIAL LETTER TO CHIEF STATE SCHOOL OFFICERS
OF STATES SELECTED FOR NAEP

The 1979-80 school term will initiate National Assessment's eleventh year of collecting student achievement data. During the past decade, the project has collected and reported achievement data in ten learning areas. A variety of individuals and organizations have put the National Assessment data and methodology to use. At least 36 states have consulted with us and have used materials and techniques field-tested by National Assessment in their own assessment efforts. Local and district administrators are incorporating the project's items and methods in their own evaluation programs. The Office of Education and the National Institute of Education incorporate our findings in various reports to legislative committees, governmental agencies and others requesting such information. We look forward to continuing to provide information and services to various constituencies and to collecting and reporting national achievement data on what our young people actually know and can do.

The 1979-80 assessment effort includes a national probability sample of some 1,800 schools selected from a list of all public and private schools in the United States. Approximately 100,000 students will be involved in the assessment. Performance on selected items in reading/literature will be assessed at the 9-, 13- and 17-year-old age levels. In addition, a sample of out-of-school 17-year-olds will be assessed during the summer of 1980.

A list of the sample school districts within your state will be mailed to your office on June 22, 1979. The first contact from National Assessment with district superintendents will be shortly after July 16, 1979. Again, I would call upon your assistance in helping us to inform local superintendents that a few schools within their districts have been selected in the project's national sample. Your assistance in encouraging schools to participate is important to the continuing success of the project.

June 8, 1979
Page -2-

Our files indicate that has been designated as the National Assessment contact person by your office. A copy of this letter and the list of school districts will be forwarded to him.

If you desire the list to be mailed to a different person, or you have any questions, please contact:

Dunlap Scott, Director
Department of Field Operations
National Assessment of Educational Progress
1860 Lincoln Street, Suite 700
Denver, Colorado 80295
(303) 861-4917, extension 235

Again, thank you for your continued support and efforts on behalf of National Assessment.

Sincerely,

Warren G. Hill
Executive Director
Education Commission of the States

cc: Roy H. Forbes, Director, NAEP
Dunlap Scott, Director, Field Operations

NATIONAL ASSESSMENT FACT SHEET

1979-80 SCHOOL YEAR

I. What are the purposes of the National Assessment of Educational Progress?

The primary purposes of National Assessment are to provide information on the educational achievement of young Americans and to measure and report changes in their achievement so that problem areas can be identified, priorities can be established and progress over time can be determined. Other purposes include providing consultation and resource materials for states, local districts and schools to use in developing their own assessment programs.

II. What will be assessed in 1979-80?

Specifically, performance will be assessed on selected items in Reading/Literature at the 9-, 13- and 17-year-old age levels; in addition an assessment of out-of-school 17-year-olds will be conducted during the summer of 1980. This will be the first integrated assessment of reading and literature. It will also include a third assessment of some reading items and a second assessment of some literature items. Thus, the 1979-80 assessment will provide trend data indicating progress or decline in achievement over two or three points in time.

III. What items will be used to assess achievement?

Unlike standardized achievement tests, National Assessment items are content or objective-referenced. On standardized achievement tests, each respondent takes every item, receives a score for his performance and is ranked on the basis of that score with respect to a reference group. National Assessment places the emphasis on the performance of groups of people, not on the performance of individuals. In fact, no one respondent takes all of the exercises or items used to assess a learning area. Booklets containing different items are given to probability samples of students in an age group. Then on an item-by-item basis, the assessment estimates the percentage of the age group, for example 9-year-olds, that could answer the question acceptably.

IV. How many schools and students are involved?

The 1979-80 assessment effort includes a national probability sample of some 1,800 schools selected from a list of all public and private schools in the United States. Approximately 100,000 students (9-, 13- and 17-year-olds) will be involved. However, only a few schools within a given district are selected and only a random sample of eligible students within individual schools is assessed. Students are assessed in groups of up to 25 in number. The assessment requires approximately one hour for 9-, 13- and 17-year-old students. Out-of-school 17-year-olds will be assessed in their homes.

V. When will the assessment occur?

Nationally, the assessment of 13-year-olds will take place during the period of October-December 1979, 9-year-olds during January-February 1980 and 17-year-olds during March-May 1980. The National Assessment District Supervisor will contact local superintendents by telephone between August 6 and 24, 1979, to arrange meetings with the principals of schools and to schedule the local assessment.

VI. How and when will results be reported?

National Assessment reports do not describe results for individuals, schools, or districts. Results are reported in terms of the national percentages of groups of respondents who are able to answer a question acceptably or to perform a specific task. Results are reported for each age level by region of the country (Northeast, Southeast, Central, West), sex, racial group, parental education and size and type of community. Results will be available in the summer of 1981. Copies of the reports will be forwarded to superintendents and principals of participating schools at that time.

VII. How are national organizations involved in National Assessment?

National professional organizations are represented in the development of the assessment objectives and items and in the review and interpretation of results prior to publication. For example, members of the National Council of Teachers of English, and the International Reading Association assisted in planning the framework of the 1979-80 assessment.

Prior to releasing results, organizations representing administrators--the National Association of Secondary School Principals and the National Association of Elementary School Principals--as well as those organizations representing teachers of the learning areas assessed are briefed on major findings. Many of these organizations include articles about the assessment results in their newsletters, journals and magazines. The National Education Association regularly summarizes the assessment results in the Reporter and the National Council of Teachers of Mathematics has featured a series of articles from the mathematics assessment.

VIII. Further questions?

Questions regarding the assessment program may be directed to Dunlap Scott, Director, Field Operations, National Assessment of Educational Progress, 1860 Lincoln Street, Suite 700, Denver, CO 80295, (303) 861-4917.

The success of National Assessment is dependent upon the cooperation of local schools and districts. Your cooperation and the participation of your students are much appreciated.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Administered by

THE EDUCATION COMMISSION OF THE STATES

Funded by

The National Institute of Education

Education Commission of the States
300 LINCOLN TOWER • 1860 LINCOLN STREET
(303) 893-5200 • DENVER, COLORADO 80295

June 22, 1979

FOLLOWUP LETTER TO CHIEF STATE SCHOOL OFFICERS

Dear:

The enclosed lists, referred to in Dr. Hill's letter of June 8, 1979, identify the school districts within your state which have been selected for participation in the 1979-80 National Assessment program. Superintendents of these districts will receive written notification of the schools selected within their districts soon after July 16.

As stated in Dr. Hill's letter, it would be helpful to National Assessment if you would contact superintendents to inform them that schools within their districts have been selected. Should you contact superintendents about National Assessment selection, we would appreciate receiving a copy of the communication. Your initial contact with superintendents will aid our District Supervisors as they elicit cooperation and prepare schedules for assessment.

Any questions or information concerning National Assessment activities in your state should be forwarded to:

Dunlap Scott, Jr., Director of Operations
National Assessment Project
Suite 700 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80295

Sincerely,

Dunlap Scott, Jr.
Director of Operations

cc:

Enclosures

APPENDIX A PAGES A-6 THRU A-13

OMMITTED DUE TO CONFIDENTIALITY

Education Commission of the States
300 LINCOLN TOWER • 1860 LINCOLN STREET
(303) 893-5200 • DENVER, COLORADO 80203

July 16, 1979

INITIAL LETTER TO SUPERINTENDENTS

Dear:

For the past ten years, the National Assessment of Educational Progress has surveyed the educational achievement of 9-, 13- and 17-year-olds in traditional learning areas and has reported its findings to the nation. In addition, the Assessment project is providing research data, services and resource materials to a wide variety of state, local and national education agencies.

We are requesting the participation of some of the schools in your district in the 1979-80 National Assessment of reading and literature. The participation of these schools is an essential element in this continuing survey of the knowledge, skills, understandings and attitudes of United States youth. The ability of National Assessment to make contributions in educational research and services has in large measure been due to the outstanding cooperation of the nation's public and private schools.

Although requests are made of school personnel to assist with certain tasks essential to conducting the assessment, such requests are kept to a minimum. Our staff carry out the random sample selection of students and administer the assessments in every participating school. Each selected student will participate in no more than one 1-hour session. The national sample is designed so that no school will be selected for participation in National Assessment more than once in a four-year cycle.

A folder containing additional information about National Assessment, a schedule of this year's activities, a list of schools in your district selected for participation and a suggested time for an introductory meeting is being mailed under separate cover. Our District Supervisor will telephone you between August 6 and 17 to discuss a mutually convenient time and location for the meeting.

The Chief State School Officer has been informed of the districts selected in the state and of our plans to contact you. Thank you for your cooperation.

Sincerely,

Roy H. Forbes, Project Director
National Assessment Project

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
ADMINISTERED BY THE EDUCATION COMMISSION OF THE STATES
FIELD OPERATIONS: RESEARCH TRIANGLE INSTITUTE
P.O. BOX 12194 • RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709
(919) 541-6000

July 23, 1979

SUPERINTENDENTS LETTER IN FOLDER

Recently you received a letter from Dr. Roy H. Forbes, Project Director of National Assessment, requesting your cooperation and the participation of some of the schools within your district in the 1979-80 assessment program. The letter also indicated a folder of informational materials would follow. Included with the folder are a memorandum outlining this year's assessment activities and a computer printout identifying each school in your district selected for participation and the age group(s) for which each school has been selected.

The pockets of the folder contain informational materials about National Assessment, including example exercises and objectives for the areas to be assessed during this school year: reading and literature. Attached to one pocket is the card of our District Supervisor who will contact you by phone between August 6 and 17 to arrange a meeting with you and the principals of those schools selected for assessment. The suggested meeting date is:

National Assessment, in response to concerns of superintendents and principals (selection of the same schools by other research groups, etc.) has adopted a sampling frame in which no school will be selected for National Assessment more than once in a four-year cycle. The participation of the schools selected this year is extremely important to that sampling frame and we are most hopeful of their cooperation. We look forward to meeting and working with you.

Sincerely,

Donald G. Smith
National Field Director
Research Triangle Institute

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
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P.O. BOX 12194 • RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709
(919) 541-6000

MEMORANDUM TO SCHOOL OFFICIALS

During the 1979-80 school year, a national probability sample of approximately 1,800 schools and 100,000 students ages 9, 13, and 17 are expected to participate in the eleventh National Assessment of Educational Progress. Assessments in the learning areas of reading and literature will be conducted. This will be the third assessment in reading and the second assessment in literature, thus providing results which can be compared with previous assessment findings. Officials of participating districts and schools will receive copies of reports relating to the 1979-80 assessment.

Our assessment procedures are designed to require a minimal amount of time of superintendents, principals, and teachers. The assessment booklets are administered by our District Supervisors and Exercise Administrators. No full-time school personnel will be asked to administer the booklets. In some instances the principal coordinates assessment activities or frequently the principal designates a member of his staff to act as coordinator. It is extremely important that the individual who will coordinate assessment at the school attend the introductory meeting.

The schedule below will be followed uniformly throughout the United States. It outlines the contacts to be made by our District Supervisor with you, with the principals of your schools, and with other districts in your geographic area.

August 6-17 ----------	NAEP District Supervisor will contact district level and private school officials by phone to arrange meetings with representatives of schools selected for assessment.
August 27-October 5 ----------	NAEP District Supervisor will hold the above meetings to establish assessment weeks and to prepare school representatives for assessment. The District Supervisor will be in the area for a few days to visit schools and make necessary preparations.
October 8-December 14 (Assessment period for 13-year-olds.) ----------	NAEP District Supervisor and staff will be in the area for one or two of these weeks to assess 13-year-old students.

January 2-March 7 (Assessment period for 9-year-olds)	NAEP District Supervisor and staff will be in the area for one or two of these weeks to assess 9-year-old students. While in the area, he will visit principals of schools selected for 17-year-old assessment to select students for participation. At this time, he will also arrange an assessment schedule to be followed during the 17-year-old assessment period.
March 3-May 9 (Assessment period for 17-year-olds)	NAEP District Supervisor and staff will be in the area for one or two of these weeks to assess 17-year-old students.

After our District Supervisor contacts district level and private school officials, we will send a letter to them confirming the meeting time and place. We will also send a mailout to principals of the schools selected for assessment to inform them of the meeting time and place and to describe the project. These mailout materials will outline procedures necessary for the successful implementation of National Assessment.

Within each selected school, students to be assessed are randomly selected from among age-eligible students currently enrolled and are assessed in group sessions. The total number of group sessions assigned to selected schools will depend on, among other factors, the number of eligibles enrolled in each school. Each group session will consist of approximately 25 students, with no student participating in more than one session. Assessment sessions will last approximately one hour.

An integral part of National Assessment at the 17-year-old age level is assessment of some of the young people in this age group who have no chance of being included in the in-school sample because they are not enrolled in school; they either have withdrawn from school or have completed requirements for graduation earlier than others in their age group. Therefore, to ensure that the National Assessment results are representative of the entire 17-year-old age group, some schools will be requested to provide lists of students who have no chance of being selected for regular in-school assessment. A probability sample of these 17-year-olds will be drawn to supplement the data collected on in-school 17-year-olds. The schools to be involved in this phase of National Assessment, a timetable for completion of the lists, and procedures will be discussed by our District Supervisor at the introductory meeting.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

INFORMATION CONCERNING SELECTED SCHOOLS

Attached is a computer printout listing the schools in your district selected for participation in National Assessment. The age group(s) for which each school has been selected appears above the school name.

Our District Supervisor will call you between August 6 and 17 to arrange a meeting with you and the principals of the schools selected for participation in National Assessment.

If any of the information concerning school officials or school names, addresses, phone numbers, grade ranges, or total enrollments is incorrect, please notify the District Supervisor of this when he calls. Also, if there are any new schools opening in the fall of 1979, please inform the District Supervisor of the expected opening date, the grade range, and the projected total enrollment.

APPENDIX A PAGE A-19

OMMITTED DUE TO CONFIDENTIALITY

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
ADMINISTERED BY THE EDUCATION COMMISSION OF THE STATES
FIELD OPERATIONS: RESEARCH TRIANGLE INSTITUTE
P.O. BOX 12194 • RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709
(919) 541-6000

CONFIRMATION OF MEETING - SUPERINTENDENTS

This letter confirms the date recently agreed upon for a meeting with you or your representative, our District Supervisor, and the principals and designated coordinators of schools selected for participation in the eleventh year of National Assessment.

Folders, similar to the one sent to you earlier, are now being mailed to those principals. In addition, they will receive a Memorandum to School Principals and a Principal's Questionnaire, copies of which are enclosed for your information, and a letter informing them of the date, time, and location of the meeting confirmed for:

The National Assessment staff looks forward to working with you and your staff.

Sincerely,

Donald G. Smith
National Field Director
Research Triangle Institute

Education Commission of the States
300 LINCOLN TOWER • 1860 LINCOLN STREET
(303) 893-5200 • DENVER, COLORADO 80203

INITIAL LETTER TO PRIVATE SCHOOL OFFICIALS

July 16, 1979

For the past ten years, the National Assessment of Educational Progress has surveyed the educational achievement of 9-, 13- and 17-year-olds in traditionl learning areas and has reported its findings to the nation. In addition, the assessment project is providing research data, services and resource materials to a wide variety of state, local and national education agencies.

We are requesting the participation of your school in the 1979-80 National Assessment of reading and literature. The participation of your school is an essential element in this continuing survey of the knowledge, skills, understandings and attitudes of United States youth. The ability of National Assessment to make contributions in educational research and services has in large measure been due to the outstanding cooperation of the nation's public and private schools.

Although requests are made of school personnel to assist with certain tasks essential to conducting the assessment, such requests are kept to a minimum. Our staff carry out the random sample selection of students and administer the assessments in every participating school. Each selected student will participate in no more than one 1-hour session. The national sample is designed so that no school will be selected for participation in National Assessment more than once in a four-year cycle.

A folder containing additional information about National Assessment, a schedule of this year's activities, a printout containing important information about your school, and a suggested time for an introductory meeting is being mailed under separate cover. Our District Supervisor will telephone you between August 6 and 17 to discuss a mutually convenient time and location for the meeting.

The Chief State School Officer has been informed of the districts selected in the state and of our plans to contact you. Thank you for your cooperation.

Sincerely,

Roy H. Forbes, Project Director
National Assessment Project

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
ADMINISTERED BY THE EDUCATION COMMISSION OF THE STATES
FIELD OPERATIONS: RESEARCH TRIANGLE INSTITUTE
P.O. BOX 12194 • RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709
(919) 541-6000

July 23, 1979

PRIVATE SCHOOL OFFICIAL'S LETTER IN FOLDER

Recently you received a letter from Dr. Roy H. Forbes, Project Director of National Assessment, requesting the cooperation and participation of your school in the 1979-80 assessment program. The letter also indicated a folder of information materials would follow. Included with the folder are a memorandum outlining this year's assessment activities and a computer printout identifying the age group(s) within your school selected for participation.

The pockets of the folder contain informational materials about National Assessment, including example exercises and objectives for the areas to be assessed during this school year: reading and literature. Attached to one pocket is the card of our District Supervisor who will contact you by phone between August 6 and 17 to arrange a meeting and discuss with you the National Assessment program. The suggested meeting date is:

National Assessment, in response to concerns of school officials (selection of the same schools by other research groups, etc.) has adopted a sampling frame in which no school will be selected for National Assessment more than once in a four-year cycle. The participation of the schools selected this year is extremely important to that sampling frame, and we are most hopeful of their cooperation. We look forward to meeting and working with you.

Sincerely,

Donald G. Smith
National Field Director
Research Triangle Institute

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
ADMINISTERED BY THE EDUCATION COMMISSION OF THE STATES
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P.O. BOX 12194 • RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709
(919) 541-6000

CONFIRMATION OF MEETING - PRIVATE SCHOOL OFFICIALS

This letter confirms the date recently agreed upon for a meeting with you or your representative and our District Supervisor concerning your school's participation in the eleventh year of National Assessment. The meeting has been scheduled for:

Enclosed is a memoradum outlining the role of your school in National Assessment. There is also a Principal's Questionnaire which should be completed prior to the meeting and given to our District Supervisor at the meeting.

We appreciate your cooperation and look forward to working with you.

Sincerely,

Donald G. Smith
National Field Director
Research Triangle Institute

Enclosure

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
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(919) 541-6000

PRINCIPALS LETTER IN FOLDER

Your school is one of several in the area randomly selected to participate in the 1979-80 National Assessment of reading and literature. Recently, we contacted your superintendent regarding the schools within the district that were selected in our national sample. The discussion with the superintendent established a meeting with him, our District Supervisor, and principals of schools selected in the area. The meeting is scheduled for:

In some instances the principal coordinates assessment activities or frequently the principal designates a member of his staff to act as coordinator. It is extremely important that the individual who will coordinate assessment at the school attend the introductory meeting. If you have questions concerning arrangements for this meeting, please contact your superintendent prior to the date of the meeting.

Enclosed is a memorandum explaining the role of your school in National Assessment. There is also a Principal's Questionnaire which should be completed prior to the meeting and given to our District Supervisor at the meeting. In the pockets of the NAEP folder are various descriptive materials which explain this educational research study in detail. Attached to the folder is the business card of the District Supervisor who will be working in your area.

We appreciate your cooperation and look forward to working with you.

Sincerely,

Donald G. Smith
National Field Director
Research Triangle Institute

Enclosures

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
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(919) 541-6000

MEMORANDUM TO SCHOOL PRINCIPALS

During the 1979-80 school year, a national probability sample of approximately 1,800 schools and 100,000 students ages 9, 13 and 17 are expected to participate in the eleventh National Assessment of Educational Progress. Assessment in the learning areas of reading and literature will be conducted. This will be the third assessment in reading and the second assessment in literature, thus providing results which can be compared with previous assessment findings. Officials of participating districts and schools will receive copies of reports relating to the 1979-80 assessment.

WHAT AGE GROUP(S) WILL BE ASSESSED AT YOUR SCHOOL?

The age group(s) for which your school has been selected is circled in the upper right-hand corner of the enclosed Principal's Questionnaire.

WHEN WILL THE ASSESSMENT TAKE PLACE?

- The 13-year-old assessment will take place nationally between October 8 and December 14, 1979.
- The 9-year-old assessment will take place nationally between January 2 and March 7, 1980.
- The 17-year-old assessment will take place nationally between March 3 and May 9, 1980.

WHAT IS REQUESTED OF THE SCHOOL PRIOR TO THE INTRODUCTORY MEETING?

- It is extremely important that the individual who will coordinate assessment at the school attend the introductory meeting. In some instances the principal coordinates assessment activities or frequently the principal designates a staff member to act as coordinator. It would, therefore, be most helpful if the decision is made prior to the meeting as to who will act as coordinator.
- The enclosed "Principal's Questionnaire" should be completed and brought to the introductory meeting by you or your designated coordinator.

HOW IS THE ASSESSMENT ADMINISTERED?

- Our District Supervisor and Exercise Administrators administer every group session.
- No full-time school personnel will be asked to administer any session.

- A sample of students who will participate is randomly selected from a Student Listing Form prepared at the school. The list contains the names of age-eligible students, regardless of grade, who are currently enrolled. A sufficient supply of Student Listing Forms together with detailed instructions for their completion will be distributed at the introductory meeting.

- The student sample is divided into a number of group sessions each consisting of approximately 16-25 students.

- The total number of sessions to be administered in a school depends upon, among other factors, the number of age-eligibles enrolled in a school.

- Each group session lasts approximately one hour.

- The names of students are used for National Assessment purposes only, are not disclosed or released to others for any purpose, and are destroyed after six months.

Our District Supervisor may wish to hire temporary personnel in your area to administer assessment exercises; e.g., substitute teachers, graduate students, etc. Should this be the case, the District Supervisor will ask for recommendations of qualified people at the introductory meeting. He will then contact applicants and hire personnel according to his needs.

An integral part of National Assessment at the 17-year-old age level is assessment of some of the young people in this age group who have no chance of being included in the in-school sample because they are not enrolled in school; they either have withdrawn from school or have completed requirements for graduation earlier than others in their age group. Therefore, to ensure that the National Assessment results are representative of the entire 17-year-old age group, some schools will be requested to provide lists of students who have no chance of being selected for regular in-school assessment. A probability sample of these 17-year-olds will be drawn to supplement the data collected on in-school 17-year-olds. The schools to be involved in this phase of National Assessment, a timetable for completion of the lists, and procedures will be discussed by our District Supervisor at the introductory meeting.

O.M.B. No. 051-R-1194
Approval Expires 9/30/81

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
ADMINISTERED BY THE EDUCATION COMMISSION OF THE STATES

SCHOOL PRINCIPAL'S QUESTIONNAIRE

EXAMPLE

This report is authorized by law (20 U.S.C. 1221 c-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Primary Sampling Unit ☐☐ School Number ☐☐☐☐☐☐☐☐☐

Age Group(s) 9 13 17

PLEASE PRINT

Name of School _____

Address of School _____
(Street)

_____
(City) (State) (Zip Code)

Name of School Principal _____

Name and title of person completing the form if other than school principal

Name _____ Title _____

1. What is your best estimate of the current enrollment and the average daily attendance by grade of your school (1979-80 school year)? (Enter zeros for grades not served by your school.)

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Enrollment													
Average Daily Attendance													

2. Approximately what percentage of the students attending your school live in each of the following areas?

____% A. In a rural area (less than 2,500)

____% B In a town of 2,500 to 10,000

____% C In a town of 10,000 or more

____
100%

(Items A-C should add to 100%)

213

(Please continue on the other side)

3. Approximately what percentage of the students attending your school are children of

____% A Professional or managerial personnel

____% B Sales, clerical, technical or skilled workers

____% C Factory or other blue collar workers

____% D Farm workers

____% E Persons not regularly employed

____% F Persons on welfare

____ (Items A-F should add to 100%)
100%

4. Approximately what percentage of the students attending your school are

____% A American Indian or Alaskan Native

____% B Asian or Pacific Islander

____% C Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin)

____% D Black and <u>not</u> Hispanic

____% E White and <u>not</u> Hispanic

____ (Items A-E should add to 100%)
100%

5. Does your school qualify for ESEA Title I assistance?

____ Yes - If Yes, approximately what number of students qualify for and what number of students are receiving ESEA Title I assistance?

____ Approximate number of students qualifying for ESEA Title I assistance

____ Approximate number of students receiving ESEA Title I assistance.

____ No

THANK YOU FOR YOUR COOPERATION

Education Commission of the States
300 LINCOLN TOWER • 1860 LINCOLN STREET
(303) 893-5200 • DENVER, COLORADO 80203

THANK-YOU LETTER

Thank you for your cooperation and participation in the 1979-80 National Assessment program. The assessment of the educational achievements of 9-, 13- and 17-year-olds in more than 1800 schools requires the contributions of many individuals. At no level are cooperation and support more important than at the participating district and school levels. We appreciate the support of your teachers and students and the accommodation of our program into your busy schedule.

Data collection for the 1979-80 assessment will be completed in May of 1980. The first reports on results are due during the summer of 1981, and you will receive copies of these reports immediately after their publication.

If your name is not on our mailing list and you would like to receive the NAEP Newsletter, please complete the enclosed card and return it. The newsletter describes current trends and recent developments of National Assessment.

We would like your reactions to the procedures employed in conducting the assessment in your district/school. Your responses to the enclosed questionnaire will help us to improve procedures and assist the field staff to better coordinate future assessment activities.

Once again, thank you for your cooperation.

Sincerely,

Dunlap Scott, Jr.
Director of Operations

Enclosures

Education Commission of the States
300 LINCOLN TOWER • 1860 LINCOLN STREET
(303) 893-5200 • DENVER, COLORADO 80203

THANK-YOU LETTER (COORDINATOR)

Thank you for your cooperation and participation in the 1979-80 National Assessment program. The assessment of the educational achievements of 9-, 13- and 17-year-olds in more than 1800 schools requires the contributions of many individuals. At no level are cooperation and support more important than at the participating district and school levels. We appreciate the support of your teachers and students and the accommodation of our program into your busy schedule. We would also like to thank _____ for fulfilling the role of coordinator.

Data collection for the 1979-80 assessment will be completed in May of 1980. The first reports on results are due during the summer of 1981, and you will receive copies of these reports immediately after their publication.

If your name is not on our mailing list and you would like to receive the NAEP Newsletter, please complete the enclosed card and return it. The newsletter describes current trends and recent developments of National Assessment.

We would like your reactions to the procedures employed in conducting the assessment in your district/school. Your responses to the enclosed questionnaire will help us to improve procedures and assist the field staff to better coordinate future assessment activities.

Once again, thank you for your cooperation.

Sincerely,

Dunlap Scott, Jr.
Director of Operations

Enclosures

A-31

SCHOOL OFFICIAL'S QUESTIONNAIRE

Approval Expires 9/30/

This report is authorized by law (20 U.S.C. 1221 e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

PSU NUMBER
DS NUMBER
YEAR 1 1
DISTRICT

NAME _____
TITLE _____
DISTRICT NAME _____

TITLE
AGE GROUP

FOR OFFICE USE ONLY

1. Superintendents are usually notified by mail in July of the selection of schools within their districts for participation in National Assessment during an upcoming school year. How do you feel about the timing of this notification?

   ☐ July provided adequate advance notification.

   ☐ July provided inadequate notification. Superintendents should be notified ____ weeks prior to July.

2. Did the printed information you received about National Assessment adequately explain the program and its purposes?

   ☐ Yes.

   ☐ No. Please explain _____

   _____

EXAMPLE

3. Is the introductory meeting with the NAEP District Supervisor and school principals the most useful approach for explaining the purpose of the project, the school's role and assessment procedures?

   ☐ Yes, the meeting is necessary.

   ☐ Yes, the meeting is necessary for those schools that are participating in NAEP for the first time.

   ☐ No, the meeting is not necessary for those schools that have participated in prior NAEP assessments.

   ☐ No, the meeting is not necessary. A phone call or another approach should be formulated (such as _____).

4. How well did the NAEP District Supervisor explain the purpose of the project, the school's role and assessment procedures?

	Very Well	Fairly Well	Not Particularly Well
a. Purpose of project	☐	☐	☐
b. School's role	☐	☐	☐
c. Assessment procedures	☐	☐	☐

NIE Form No. 2371-5

CONTINUED ON BACK

5. How would you characterize the usefulness of National Assessment district?

- ☐ Very useful. Plan to use National Assessment materials or c services.
- ☐ Useful in an academic sense only.
- ☐ Of no particular use.

6. To what extent did you have information about the National Asse prior to receiving our notification letter in July, 1979?

- ☐ Had an extensive amount of information about the project.
- ☐ Had a lot of information about the project.
- ☐ Had some information about the project.
- ☐ Had very little information about the project.
- ☐ Had no information at all about the project.

7. To your knowledge, has the district utilized any of the followi Assessment materials at the district level? Check all that app

- ☐ NAEP objectives.
- ☐ NAEP exercises (items).
- ☐ NAEP results.
- ☐ NAEP exercise kits.
- ☐ Technical assistance.
- ☐ NAEP data tapes.
- ☐ Other (Specify) _____

_____

- ☐ Have not utilized any of the above NAEP materials.

8. Please provide any comments or suggestions you wish to make.

_____

_____

_____

_____

_____

_____

THANK YOU VERY MUCH

A-33

SCHOOL OFFICIAL'S QUESTIONNAIRE

Approval Expires 9/30/8

This report is authorized by law (20 U.S.C. 1221 c-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

PSU NUMBER ☐☐
DS NUMBER ☐☐
YEAR ☐☐
DISTRICT ☐☐☐
SCHOOL ☐☐☐
TITLE ☐
AGE GROUP ☐☐

NAME _____

TITLE _____

SCHOOL NAME _____

FOR OFFICE USE ONLY

1. Superintendents are notified by mail in July of the selection of their schools for participation in National Assessment during an upcoming school year. Principals are notified by National Assessment in August or September following telephone discussions with Superintendents. How did you feel about the timing of your notification concerning the assessment? ☐

   ☐ The timing provided adequate notification.

   ☐ The timing was inadequate because more advanced notice was needed. Principals should be notified ____ weeks prior to September.

2. Did the printed information you received about National Assessment adequately explain the program and its purposes? ☐

   ☐ Yes.

   ☐ No. Please explain _____

   _____ EXAMPLE

3. Is the introductory meeting with the NAEP District Supervisor and school principals the most useful approach for explaining the purpose of the project, the school's role and assessment procedures? ☐

   ☐ Yes, the meeting is necessary.

   ☐ Yes, the meeting is necessary for those schools that are participating in NAEP for the first time.

   ☐ No, the meeting is not necessary for those schools that have participated in prior NAEP assessments.

   ☐ No, the meeting is not necessary. A phone call or another approach should be formulated (such as _____).

4. How well did the NAEP District Supervisor explain the purpose of the project, the school's role and assessment procedures?

	Very Well	Fairly Well	Not Particularly Well	
a. Purpose of project	☐	☐	☐	☐
b. School's role	☐	☐	☐	☐
c. Assessment procedures	☐	☐	☐	☐

NIE Form No. 2371-6

CONTINUED ON BACK

5. How would you rate the manner in which the NAEP District Supervisor and/or Exercise Administrators conducted assessment in your school?

- ☐ Very well.
- ☐ Fairly well.
- ☐ Not particularly well.

6. Did any of the following cause problems? Check all that apply.

- ☐ Timing of the introductory meeting.
- ☐ Amount of lead time prior to assessment.
- ☐ Time of year of assessment.
- ☐ Amount of work required of school staff.
- ☐ Completion of student listing forms.
- ☐ Space for administration of assessment.

7. To what extent were you aware of National Assessment prior to our contact with you?

- ☐ Very aware.
- ☐ Aware.
- ☐ Not aware.

8. Which of the following assisted you in becoming familiar with National Assessment? Check all that apply.

- ☐ NAEP Newsletter.
- ☐ NAEP Brochures.
- ☐ NAEP Reports.
- ☐ NAEP Data Tapes
- ☐ NAEP press or other conferences.
- ☐ Articles about NAEP in magazines, newspapers or journals.
- ☐ Participation in a prior NAEP assessment.
- ☐ Other (Specify) _____.

9. Please provide any comments or suggestions you wish to make.

_____

_____

_____

_____

_____

FOR OFFICE USE ONLY

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

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☐

THANK YOU VERY MUCH

APPENDIX B

Phone Call to Superintendents (and Private School Officials)

Call all superintendents and private school officials involved. It is recognized that not all steps will apply to all calls and that some calls will not proceed in the sequence indicated. Before calling a superintendent, determine which steps are applicable to that superintendent (or private school head).

Phone Call to Superintendent

A. Call person-to-person to superintendent, identify yourself, and verify that materials were received. CONTACTING SUPERINTEND

"Good morning (superintendent's name). My name is _____. I represent the National Assessment of Educational Progress. We recently sent you materials concerning the project. I hope that you have received the materials and have had an opportunity to read them. I am calling today to answer any questions you might have concerning National Assessment and to discuss arrangements for assessment in your school district." (Discuss National Assessment as necessary.)

B. Establish meeting date, time, and place.

"Is (date) convenient for a meeting with you and the principals of the schools on our lists? The meeting will last about 1 hour. Would 9:30 a.m. (1:30 p.m.) be a good time? What meeting site would you suggest (his office, district conference room, etc.)?" (If DS wishes another public or private school district to be involved: SETTING DATE TIME, AND PLACE

"We would like to have Mr. _____ of _____ school district and his principals attend this meeting also. May we arrange for this?")

C. Check Lists of Schools Selected for additions, deletions, and corrections (correct as necessary).

"Is the information on our List of Schools correct? Will any <u>new</u> public or private schools open in your district this fall?" (If there will be new schools, ask for grade ranges and expected total enrollment so you can relay this information to RTI.* Inform the superintendent that new schools are <u>not</u> automatically in th_ sample, and that he will be informed if any new school is selected.) "Have any of the schools listed on the printouts closed since last year? Have any consolidations occurred that affect any of the schools listed?" (Correct your lists as necessary.)

CORRECTING LISTS OF SCHOOLS

D. Inform him of plans to contact principals.

"We plan to contact the principals of the schools selected for assessment by mail within a few days. A copy of the mailout will be sent to you. We will inform the principal that only one school representative (either the principal or a member of his staff whom he appoints as his coordinator for National Assessment) need be at the meeting, but we certainly would welcome the principal <u>and</u> the school coordinator if both could attend."

CONTACT OF PRINCIPALS

FOLLOW-UP MAILOUT

"We would appreciate your notifying the principals involved of their selection and of the meeting time."

---

* If a new school is not under this superintendent's jurisdiction, attempt to find out whom you can contact for information.

E. Confirm meeting date, time, and place.

"Thank you very much for your help (name).
I'm looking forward to meeting with you and your
principals on (date) at (time), and
(place). We will send you a letter to con-
firm these arrangements."

CONFIRMATION

APPENDIX C

TABLE OF CONTENTS

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K.	NAEP Brochure	End of Appendix

EDUCATION COMM[illegible]SION OF THE STATES

Membership as of July 1979

Alabama
Alaska
American Samoa
Arkansas
California
Colorado
Connecticut
Delaware
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Missouri
Mississippi
Nebraska
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Puerto Rico
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Virgin Islands
Washington
West Virginia
Wisconsin
Wyoming

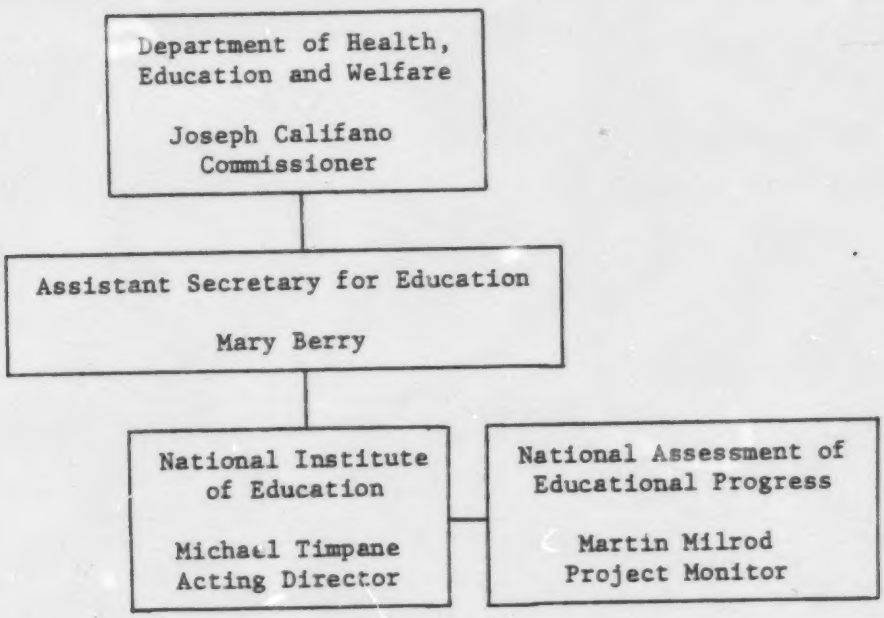
231

232

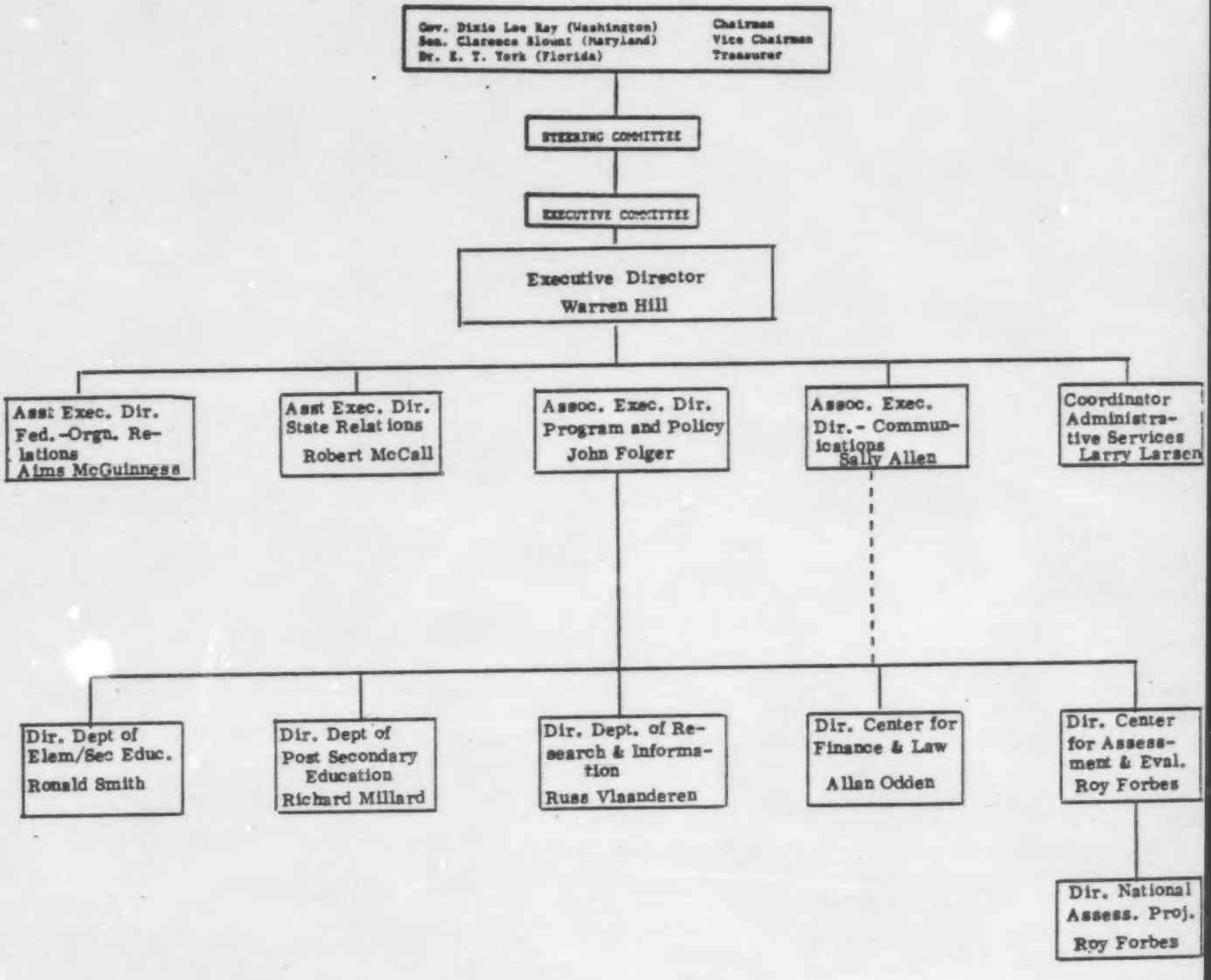
C-1

EXCERPT FROM DEPARTMENT OF HEALTH, EDUCATION

AND WELFARE ORGANIZATIONAL CHART



GOVERNING STRUCTURE OF ECS



National Assessment Structure

Director	Roy H. Forbes
Executive Officer	Harold A.W. Tibbs
Office Manager	Emmadine Speaks
Quality Control Officer	Susan Oldefendt
Director, Liaison	Dunlap Scott, Jr.
Director, Public Information	Wayne Martin
Deputy Director for Operations and Director, Development	Gloria Frazier
Director, Publications and User Products	Rex Brown
Director, User Services	Jack Schmidt
Director, Analysis and Research	Donald Searls, Acting
Director, Data Processing	Hugh Cobb, Jr.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
A PROJECT OF THE EDUCATION COMMISSION OF THE STATES
FIELD OPERATIONS: RESEARCH TRIANGLE INSTITUTE
P. O. BOX 12194 • RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

Carmen J. Finley

NOT JUST ANOTHER STANDARDIZED TEST

Dr. Finley served as associate staff director and director of exercise development for National Assessment for four years. She left the project at the end of 1971 to become a principal research scientist on the staff at the American Institutes for Research in Palo Alto, California. A former high school mathematics teacher, she has been director of research and data processing, Sonoma County (California) Schools, and has served as visiting professor of statistics and educational measurement at several universities. She received her B.A. from UC Berkeley and M.A. and Ph.D. from Teachers College, Columbia University.

Every year, billions of dollars are spent on education in the United States on buildings, on teachers' salaries, on curriculum planning--but very little is known about the effectiveness of this expenditure. The purpose of the National Assessment of Educational Progress is to gather information which will help answer the question, "How much good is the expenditure doing, in terms of what young Americans know and can do?"

National Assessment, as a nationwide project collecting information about certain groups of young Americans, will, over a period of time, provide valuable information needed to make wise decisions about the allocation of our resources within the field of education.

Concern over the need for this type of national information first began during the time Francis Keppel was U.S. commissioner of education (1962-65). Keppel discovered that in the original charter of the U.S. Office of Education (1867) a charge was given to the U.S. commissioner to determine the progress of education. This provided the initial impetus for National Assessmen

After a number of conferences and discussions initiated by Commissioner Keppel, John W. Gardener, then president of Carnegie Corporation, asked a distinguished group of Americans to form the Committee on Assessing the Progress of Education under the chairmanship of Ralph W. Tyler (then director of the Center for Advanced Study in the Behavioral Sciences, Stanford, California). Their charge was to consider development of an assessment program which would provide benchmarks of educational progress as a basis for evaluating the changing educational needs of our society over the years. Specifically, they were to:

1. Determine how a national assessment of educational progress could be designed;
2. Develop and test instruments and procedures for the assessment; and
3. Develop a plan for conducting the assessment.

Four years of work, financed by the Carnegie Corporation of New York and the Fund for the Advancement of Education of the Ford Foundation, went into defining goals and developing measuring instruments to answer these questions. The work was done in consultation with subject-matter experts, leading educators and interested layment. Ten subject-matter areas were defined for assessment: Art, Career and Occupational Development, Citizenship, Literature, Mathematics, Music, Reading, Science, Social Studies and Writing.

In 1969-70 the first actual assessment was made--in the areas of Citizenship, Science and Writing. Since then, all ten areas have been assessed once and Science, Writing, Reading, Citizenship, and Social Studies have been reassessed.

NATIONAL ASSESSMENT BY DESIGN SET OUT TO ASSESS WHAT THE MOST CAPABLE PERSON COULD DO, WHAT THE AVERAGE PERSON COULD DO, AND WHAT THE LEAST ABLE PERSON COULD DO AT EACH AGE LEVEL IN THE ASSESSMENT.

The exercises in each area are designed to measure what groups of people know and can do. Data in each subject area are collected by:

Four age levels [9, 13, 17 and young adult (26-35)]

Size and type of community (low metropolitian, high metropolitian, extreme rural, main big city, urban fringe, medium city, small places)

Four geographical regions (Northeast, Southeast, Central, West)

Four educational levels of parents (not more than 8th grade, more than 8th grade but less than high school graduation, high school graduation, some formal education beyond high school)

Color (Black, White, Other)

Sex

For the first time in American education, there is a plan to systematically sample what people know and can do and to report the results to all people involved directly or indirectly in the ongoing process of improving education.

Defining Goals vs. Comparison With an Average

In the National Assessment program, specific objectives or goals are defined and exercises are written which determine how well these goals are being met. For example, in Citizenship a major objective is to "Support Rights and

Freedoms of All Individuals." One specific way in which a person might meet this goal is to defend the right of a person with very unpopular views to express his opinion and support the right of "extreme" (political or religious) groups to express their views in public.

One exercise which was written to try to tell whether or not this objective was being met is as follows:

> Below are three statements which make some people angry. Mark each statement as to whether you think a person on radio or TV should or should not be allowed to make these statements:
>
> "Russia is better than the United States."
>
> "Some races of people are better than others."
>
> "It is not necessary to believe in God."

This is the goal-oriented approach. The objectives or goals represent a kind of standard which is considered desirable to achieve. The exercises, if they are good measures, tell to what extent the goals are being achieved. This approach tells very specifically what a person knows or can do.

In the norm-referenced approach which is typical of standardized testing programs used by most schools, there are no standards, although the results are sometimes misinterpreted in such a way as to imply there are standards.

The main purpose of the traditional standardized testing program is to place individuals taking the test in rank order from high to low. The results can then be used to counsel or to group youngsters for instructional purposes or to select them for special programs or for college entrance, etc. Standardized tests are also used to evaluate instructional programs or schools or districts or even whole states but the results will only tell whether or not the program (school or district or state) is above or below the average of the group upon which the test was standardized. It will not tell what people know or can do, except in a very limited sense.

Amount of Coverage

The assessment of any subject area for National Assessment is as comprehensive as possible. Every effort is made to measure each of the objectives in each area. The minimal amount of material needed to do this generally ranges from about six to eight hours of actual assessment time. This does not mean that any one person is subjected to so many questions. The total amount of materials is divided into 35-minute units (for in-school administration) and 45-minute units (for administration outside of school). No youngster in school takes more than one unit and adults may elect to take up to four units. Since National Assessment is interested only in group results, it is possible to portion out the materials in this manner and keep the demands placed upon any youngster or school within reasonable limits.

In contrast, the typical standardized test allots approximately 30 to 70 minutes worth of testing time per subject area, and each person takes the same test as every other person. Frequently a number of subject areas are gathered together into a battery, and the total battery may be administered over a period of two or three days.

Type of Administration

National Assessment uses many traditional paper-and-pencil exercises (items) which are administered to groups by use of a paced tape, both to instruct the youngsters and to read the actual questions (except in the area of Reading). Previous research has shown that the usual disadvantage which poor readers or bilingual children have in testing situations can be somewhat alleviated through these methods.

In addition many National Assessment exercises are administered to one child at a time by an interviewer. These are generally exercises of a more complicated nature which attempt to measure the youngsters' thought processes (reasoning and thinking logically, drawing inferences, reaching conclusions, analyzing and synthesizing different points of view) or their ability to perform in some way (i.e., play a musical instrument, demonstrate a scientific principle using apparatus, use a typewriter, etc.).

Traditional testing programs, on the other hand, are typically administered in larger groups, and each youngster must rely on his own reading ability to understand the meaning of the question. Individual testing of students is generally reserved for the small percentage of youngsters who exhibit some type of psychological problems.

Variety of Materials Used and Associated Scoring Problems

Because many of National Assessment's exercises are more complicated than the usual standardized test, the scoring is often more complicated. Standardized tests are generally objectively scored; that is, they can be scored by machine at a very rapid rate. Machine scoring is feasible only if the youngster has a limited number of answers presented to him from which he selects. While National Assessment does use some exercises of this type, many are open-ended, or require the youngster to produce and write out his answer rather than just recognize it from among other wrong choices. In addition, exercises which require him to perform in some manner must be judged in a different way. For these more complicated materials very detailed scoring criteria and keys are developed on the basis of field testing which precedes the assessment. Then specially qualified and trained persons are required to do the scoring.

Difficulty of Materials

National Assessment by design set out to assess what the most capable person could do, what the average person could do, and what the least able person could do at each age level in the assessment. Materials, therefore, had to be developed which aim specifically at each of these levels. Results of the first year of assessment indicated that the materials do cover the full range of ability at each age.

In contrast, the typical standardized test best measures within the average range. This is a technical necessity for the purpose it serves--to discriminate among youngsters and place them in rank order. Not infrequently the best students will "go off the top of the test" or the poorest will "fall off the bottom"--thus neither one is adequately measured.

What Scores Are Important

In National Assessment scores are not obtained on individuals. Since any one individual takes only a small fraction of the total amount of materials, scores for individuals would really have no meaning. The scores that are important are those which tell what a group of people did on any given exercise. This gives a kind of item-analysis on a national level and, in keeping with the goals of the program, tells what people know or can do across the nation.

In the traditional testing program items are added and a total score (or set of subtest scores) is obtained for each person. This score is then compared with scores obtained on a standardization group, and it is possible to tell whether the individual ranks high, average, or low with respect to that group.

How Results Are Reported

As indicated above, the results for National Assessment are reported by exercise, i.e., how groups of people perform on each exercise.

The free speech exercise which was given earlier in this article was reported as follows:

Believe a person on radio or TV should be allowed to say:	AGE		
	13	17	Adult
"Russia is better than the United States."	*21%*	*49%*	*56%*
"Some races of people are better than others."	*16%*	*31%*	*37%*
"It is not necessary to believe in God."	*25%*	*49%*	*55%*
Would allow all three statements.	*6%*	*22%*	*32%*

In the traditional testing program reports generally show only the relationship of the student or group to the standardization group. The student or group will be above or below "norm." Since the norm represents an average performance, in effect, the report will show how far above or below average the student or group happens to be on that particular test.

In summary, there are a number of fairly major distinctions which set National Assessment apart from traditional standardized testing programs. This is not to say that one is better than the other, but they do serve distinctly different purposes.

BASIC DIFFERENCES BETWEEN NATIONAL ASSESSMENT AND STANDARIZED TESTING PROGRAMS

There are six basic distinctions between the National Assessment program and traditional standardized testing programs used by most schools. These differences are summarized below.

CHARACTERISTICS OF THE NATIONAL ASSESSMENT PROGRAM AS COMPARED WITH TRADITIONAL STANDARDIZED TESTING PROGRAMS

National Assessment Program	Standardized Testing Program
1. National Assessment exercises measure how well students as a group achieve desirable goals.	Standardized tests compare students with the average performance of other students.
2. The time allotted to a given learning area ranges from six to eight hours each.	The time allotted to a given subject ranges from about 30 minutes to 70 minutes each.
3. Exercises use a wide variety of stimuli and approaches often requiring the student to perform or to provide the correct response rather than just recognize it.	Test items are generally confined to those paper and pencil variety which can be scored by machine.
4. Exercises are prepared for the "high," the "average" and the "low" ability students.	Items are aimed at the "average" child.
5. Total scores, which reflect the number of students who got the correct answer, are given to each exercise. People do not receive total scores.	Total scores reflect the number of correct answers a student gives.
6. Results are reported on an exercise-by-exercise basis.	Results are reported in relation to a standardization group.

Education Commission of the States
300 LINCOLN TOWER • 1860 LINCOLN STREET
(303) 893-5200 • DENVER, COLORADO 80295

NEWS RELEASE

CONTACT: National Assessment of
Educational Progress:
(303) 861-4917
Dunlap Scott Jr., Ex. 235
Department of Field Operations
Gloria Frazier, Ex. 230
Department of Public
Information

RELEASE: Immediate

LOCAL STUDENTS TO JOIN
IN NATIONWIDE EDUCATION SURVEY

Students from (name of school district) will be participating this year in a nationwide survey designed to measure how well groups of young Americans ages 9, 13, 17, and 26 to 35 have mastered certain traditional learning areas, (name of school superintendent), superintendent of schools, announced today.

(name of school district) is 1 of approximately 800 in the country selected to participate in the National Assessment of Educational Progress (NAEP) study. Districts and students are chosen by random sampling procedures similar to those used by national public opinion polls.

NAEP is administered by the Education Commission of the States, a nonprofit organization of 47 States, Puerto Rico, American Samoa, and the Virgin Islands that seeks to promote educational improvement through greater cooperation of governors, legislators and educators. Funded by, and under contract to, the National Institute of Education, U.S. Department of Health, Education, and Welfare, NAEP provides the public with objective, scientifically gathered data on specific knowledge, skills and attitudes of America's youth.

Superintendent (name of superintendent) said school officials and a National Assessment representative are establishing a schedule for conducting the assessment in the selected schools. A random sample of students -- ages 9, 13, and 17 -- will respond to NAEP exercises in reading and literature. The assessment of 13-year-olds will be conducted (date), 1979; 9-year-olds, (date), 1980; and 17-year-olds, in the spring of 1980. Young adults ages 26-35 are assessed in a separate survey. Results are scheduled for publication in the summer of 1981.

NAEP findings are reported in terms of the percentage of young Americans who have responded correctly to a given exercise. Results are reported in each assessment area by age, sex, race, region of the country, size and type of community and level of parental education. Data are not reported on an individual state, district or school basis, and names of participating individuals, schools and districts remain confidential. Students' participation in the survey will not affect their grades, district administrators stressed.

The 1979-80 study will mark the third assessment in reading and the second assessment in literature. "Results can be compared to previous assessment findings, thereby providing a measurement of the progress — or decline -- in achievement in these learning areas," NAEP Director Roy H. Forbes said. Assessments have also been completed in art, music, writing, mathematics, citizenship/social studies, science, and career and occupational development.

"NAEP data can give the public the hard facts needed to identify curricula strengths and weaknesses and may point the way to effective school reform and legislation," Forbes added.

Further information on the National Assessment of Educational Progress may be obtained through the NAEP Department of Information and Dissemination Office, Suite 700, 1860 Lincoln St., Denver, CO 80295.

BACKGROUND QUESTIONS
(9 and 13-Year-Olds)

1. Does your family get a newspaper regularly?

⬭ Yes ⬭ No ⬭ I don't know.

2. Does your family get any magazines regularly?

⬭ Yes ⬭ No ⬭ I don't know.

3. Are there more than 25 books in your home?

⬭ Yes ⬭ No ⬭ I don't know.

4. Is there an encyclopedia in your home?

⬭ Yes ⬭ No ⬭ I don't know.

5. How much school did your father complete?
(FILL IN THE ONE OVAL which best shows how much school your father completed.

⬭ Did not complete the 8th grade
⬭ Completed the 8th grade, but did not go to high school
⬭ Went to high school, but did not graduate from high school
⬭ Graduated from high school
⬭ Some education after graduation from high school

⬭ I don't know.

6. Did your father graduate from college?

⬭ Yes ⬭ No ⬭ I don't know.

7. How much school did your mother complete?
(FILL IN THE ONE OVAL which best shows how much school your mother completed.

⬭ Did not complete the 8th grade
⬭ Completed the 8th grade, but did not go to high school
⬭ Went to high school, but did not graduate from high school
⬭ Graduated from high school
⬭ Some education after graduation from high school

⬭ I don't know.

8. Did your mother graduate from college?

⬭ Yes ⬭ No ⬭ I don't know.

*9. Where did you live on your ninth birthday?

⬭ In the United States
(Please specify the state or territory) _____

⬭ Outside of the United States
(Please specify the country) _____

⬭ I don't know.

*Not included for 9-year-olds.

PARENTAL INFORMATION LETTER - ALL ELIGIBLES

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
ADMINISTERED BY THE EDUCATION COMMISSION OF THE STATES
FIELD OPERATIONS: RESEARCH TRIANGLE INSTITUTE
P.O. BOX 12194 • RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709
(919) 541-6000

Dear Parent:

Over 100,000 students nationwide will be randomly selected to participate in the National Assessment of Educational Progress. National Assessment is an annual survey of the knowledge, skills and attitudes of young people and has been in existence for ten years. The primary purposes of the survey are to:

(1) determine what students know and can do in learning areas commonly taught in the schools,
(2) monitor the progress or decline in students' achievements, and
(3) share this information with educators, legislators and the general public so that steps can be taken to improve learning in problem areas.

The survey is conducted by National Assessment at no cost to your school. Participation in the survey requires approximately 45-55 minutes of each student's time. Students' answers are treated as confidential, will not be shown to anyone in the school and will not affect the students' grades or progress. The findings from the study are reported in terms of national and regional results, age, sex and size of community. The findings will in no way identify individual students, schools or school districts.

National Assessment is an important activity to keep us, as parents and citizens, informed about what America's youth are learning. The superintendent and principal have been fully informed of the survey and have expressed their willingness to have the students participate. The participation of your child, if he or she is selected, is important to the success of the survey. We appreciate the contribution of each child selected.

Sincerely,

Donald G. Smith
National Field Director
Research Triangle Institute

PARENTAL INFORMATION LETTER - SELECTED STUDENTS

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Donald G. Smith
National Field Director
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PARENTAL IMPLIED CONSENT LETTER - ALL ELIGIBLES

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The participation of your child, if he or she is selected, is important to the success of the survey; however, we want to make sure you have no objections to your child's participation. If you do object, please complete and return the form below to the school. Your wishes will be respected. If you have no objections, no action on your part is necessary. Thank you for your cooperation.

Sincerely,

Donald G. Smith
National Field Director
Research Triangle Institute

IF YOU DO NOT OBJECT TO YOUR CHILD'S PARTICIPATION, IT IS NOT NECESSARY TO RETURN THIS FORM TO THE SCHOOL.

I have been informed of the nature of the National Assessment of Educational Progress and object to my child's participation.

Print Child's Name _____
Last First Middle

_____ _____
Parent/Guardian Signature Date

PARENTAL IMPLIED CONSENT LETTER - SELECTED STUDENTS

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A PROJECT OF THE EDUCATION COMMISSION OF THE STATES
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Print Child's Name _____
Last First Middle

_____
Parent's or Guardian's Signature Date

PARENTAL PERMISSION LETTER - ALL ELIGIBLES

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A PROJECT OF THE EDUCATION COMMISSION OF THE STATES
FIELD OPERATIONS: RESEARCH TRIANGLE INSTITUTE
P. O. BOX 12194 • RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709
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The participation of your child, if he or she is selected, is important to the success of the survey; however, we want to know whether or not you object to your child's participation. Please complete and return the form below to the school. Your wishes will be respected.

Sincerely,

Donald G. Smith
National Field Director
Research Triangle Institute

PLEASE COMPLETE, TEAR ALONG DOTTED LINE AND RETURN TO SCHOOL

I have been informed of the nature of the National Assessment of Educational Progress and:

☐ I have no objections to my child's participation.

☐ I object to my child's participation.

Print Child's Name _____
Last First Middle

_____ _____
Parent's or Guardian's Signature Date

C-21

PARENTAL PERMISSION LETTER - SELECTED STUDENTS

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
A PROJECT OF THE EDUCATION COMMISSION OF THE STATES
FIELD OPERATIONS: RESEARCH TRIANGLE INSTITUTE
P. O. BOX 12194 • RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709
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Sincerely,

Donald G. Smith
National Field Director
Research Triangle Institute

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I have been informed of the nature of the National Assessment of Educational Progress and:

☐ I have no objections to my child's participation.

☐ I object to my child's participation.

Print Child's Name _____
Last First Middle

_____ 252 _____
Parent's or Guardian's Signature Date

PARENTAL PERMISSION LETTER - FOLLOWUP

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
A PROJECT OF THE EDUCATION COMMISSION OF THE STATES
FIELD OPERATIONS: RESEARCH TRIANGLE INSTITUTE
P. O. BOX 12194 • RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709
(919) 541-6000

Dear Parent:

Recently we sent a letter requesting permission to include your child in the National Assessment of Educational Progress survey. As of this date, we have not received your reply. Please take a few minutes to read the information below and promptly return the form, at the bottom of the page, to the school. National Assessment is an annual survey of the knowledge, skills and attitudes of young people and has been in existence for ten years. The primary purposes of the survey are to:

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Sincerely,

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National Field Director
Research Triangle Institute

PLEASE COMPLETE, TEAR ALONG DOTTED LINE AND RETURN TO SCHOOL

I have been informed of the nature of the National Assessment of Educational Progress and:

☐ I have no objections to my child's participation.

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Print Child's Name _____
Last First Middle

_____ _____
Parent's or Guardian's Signature Date

Appendix C also contained:

NAEP Publications List

NAEP Newsletter, Vol. XII, No. 2, April 1979

NAEP Brochure

"Utilization of National Assessment of Educational Progress Services, Materials, Results"

Demonstration Booklet, Year 11

APPENDIX D

TABLE OF CONTENTS

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PROTOTYPE SPEECH FOR INTRODUCTORY MEETING

The National Assessment of Educational Progress is a unique research project designed to answer two questions:

1. How much do young people know about a particular learning area?, and
2. How much progress has taken place in that subject over a specific time interval?

The U.S. Office of Education has always had the responsibility for measuring educational progress; no action in this regard was taken, however, until approximately 1963. Francis Keppel, then Commissioner of Education, requested assistance from the private sector in the formulation of a plan for an assessment of education. John Gardner, then President of Carnegie Corporation, and other individuals formed a committee which established objectives and developed guidelines for the assessment. After the assessment became operational in 1969, the Education Commission of the State (ECS) presently representing 46 states, Puerto Rico, American Samoa and the Virgin Islands took over the responsibility for the general direction of National Assessment. Since its membership includes governors, chief state school officers, legislators, and lay people, ECS makes National Assessment legally responsible to the public. The project is funded by the National Institute of Education, Office of the Assistant Secretary for Education, Department of Health, Education and Welfare.

National Assessment measures educational attainment by evaluating the performances of 9-year-old, 13-year-old, and 17-year-old students in certain traditional learning areas. After an appropriate time interval, each area

is reassessed with students of the same age group, and comparisons are made. One of the goals of National Assessment is to provide data for the improvement of education through the measurement of growth or decline in various learning areas.

During the 1979-80 school year, the 11th year of the program, 9-, 13-, and 17-year-old students will participate in the first integrated Reading/Literature assessment. It will also include a third assessment of some Reading exercises and a second assessment of some Literature exercises. Out-of-school 17-year-olds will participate in the assessment during the summer of 1980. The folders which were mailed to you earlier contained example exercises and objectives for these learning areas. With the folder were other informational materials about National Assessment, including a description of how the results are being used and a Principal's Questionnaire.

The information which you provide on the Principal's Questionnaire will be used by central office staff to assign a number of assessment packages (booklets) according to the estimated number of students of the age level enrolled in the school.

After the number of packages per school has been determined, the students within each school are selected for participation through a probability sampling technique. To be eligible for participation, a student must have been born within one of the specific one-year periods defining assessment eligibility. For Year 11, National Assessment defines a 9-year-old as any student having a birthdate during the calendar year of 1970; a 13-year-old as any student having a birthdate during the calendar year of 1966; and a 17-year-old as anyone born within the period October 1, 1962 through September 30, 1963. The fact that these age definitions transcend grades or classes is not of significance for our sampling procedures; we are interested in students of certain age levels, irrespective of their grades

or classes. These ages were chosen because most of the members of each group selected are nearing completion of one of the stages of their educational cycle: 9-year-olds completing their primary education, 13-year-olds completing their elementary education, and 17-year-olds completing their secondary education.

What are we asking of those schools which were randomly selected for participation this year? The best way to answer this question is to break it into three parts:

1. Before assessment
2. During assessment
3. After assessment

1. Prior to assessment, we make two requests of each school:

   A. The completion of the Principal's Questionnaire.

   B. The completion of the Student Listing Form.

Columns 1 through 5 of the Student Listing Form (SLF) should be completed for each eligible student enrolled in your school, <u>regardless of grade</u>, who was born within the year specified on the form. The only students born within the specified year who should not be listed on the Student Listing Form are those who are non-English speaking, educable mentally retarded, or functionally disabled; such students are not eligible to participate in National Assessment. Information needed on the Student Listing Form for each eligible student is name, grade, sex, and birthdate (month and year only). Space is also provided to enter the room or section of each student. The completion of the Principal's Questionnaire and of columns 1 through 5 of this form for each eligible student are the only tasks required of the school before assessment. Column 6 of the form will be completed later by National Assessment personnel. <u>All eligible</u> students

should be listed on the form so that each child will have an opportunity for selection. This form should be prepared as close as possible to the date we return to select the sample and kept at the school. We will send you a confirmation memo approximately two weeks prior to that date. For schools involved in 9- or 13-year-old assessment, the assessment will be conducted in the same week that the sample is selected. In most schools involved in 17-year-old assessment, we will select the sample in January or February and return in March or April to conduct assessment. You will be notified if the sample is to be selected early.

2. During assessment there are also two requests:

   A. Making space available for assessment. Generally, we will need a room large enough for 25 students and an administrator. An electrical outlet for a tape recorder is also required.

   B. The appointment of a staff member, preferably one with a flexible schedule, as NAEP coordinator. The coordinator is instrumental in devising a mutually convenient schedule for assessment and in insuring that the selected students appear at the designated time. No school staff member is requested to administer any of the exercises.

3. After assessment, the only request we make is that the school retain the Student Listing Form for six months. We may need to verify some student data and this form is the only way we can identify students.

At all age levels, efforts are made to achieve the highest possible response rates; two approaches are taken. In schools involved in 9- or 13-year-old assessment, if a quorum is not met for a group session, a make-up session is held in an attempt to at least achieve the quorum. In schools involved in 17-year-old assessment, there are no quorums for each session and consequently no makeup sessions. However, if the overall student response rate

for the school is less than 75%, a followup is conducted on a day following the last regular session in the school. Students who fail to appear at a regular session will be assigned to a followup session. In any school, no more than two followup sessions with a maximum of 40 students per session will be conducted. After the followup, school personnel may be asked to complete a short questionnaire for up to 10 students who do not appear for followup.

One more request is made of approximately one-half of the schools involved in 17-year-old assessment; that is, those schools selected for Supplementary Frame assessment. (Principals of schools not involved in this assessment may be excused.)

Approximately 10% of 17-year-olds have no chance of being included in the in-school assessment because they are not enrolled in school when the Age Class 3 assessment is conducted; they have withdrawn from school or completed graduation requirements earlier than others of their age groups. The Supplementary Frame assessment is designed to assess a sample of these students.

For all 17-year-olds to be represented in National Assessment it is necessary to try to locate and assess those students not assessed in school; that is, withdrawals and early graduates. In order to do this the schools involved in Supplementary Frame assessment are requested to provide a list of withdrawals and if the school has a twelfth grade, a list of individuals who graduated between January 1, 1979 and the first date of 17-year-old assessment in the school. These lists will be used to select a probability sample of these out-of-school 17-year-olds. During the summer of 1980, these sample individuals will be followed up and assessed. We will supply you with listing forms and instructions during January or February. The forms will be collected when we conduct assessment in your school.

TASKS AT INTRODUCTORY MEETING

1. Collect Principal's Questionnaires.
2. Answer any questions concerning NAEP, using materials provided you.
3. Explain the tasks that will be required of each school in the assessment.
4. Distribute appropriate Student Listing Forms and Summary of School Tasks, and fully explain the method of completion.
5. Determine the dates of assessment week(s).
6. Verify information listed on and complete the PSU Control Sheets.
7. Obtain information on schools with special sessions.
8. Explain Supplementary Frame to principals involved.
9. Inquire about possible EA candidates when necessary.

OUTLINE
BACKGROUND of NATIONAL ASSESSMENT

I. Background for Program

A. It is the responsibility of the U. S. Office of Education to measure status and progress of education in the U. S.

B. During the early sixties, there was a "felt need" by educators, legislators, and concerned lay people to determine exactly what children were learning.

C. There was also a need for an accurate method of showing cost effectiveness: What kind of results for how much money?

II. Historical Development

A. Francis Keppel, Commissioner of Education in 1963, was aware of the U. S. Office of Education's responsibility and the lack of a program to meet this responsibility.

B. Commissioner Keppel believed that a program to measure educational output would prove valuable in making important decisions on educational appropriations, especially in view of rapid social changes, technological developments, and population growth.

C. The renewal of the Elementary and Secondary Education Act, 1966, incorporated the evaluation concept for all new programs in education.

D. Commissioner Keppel requested assistance from the private sector in developing the concept. The ad hoc committee which was created formulated:

1. The following guidelines:

A. All National Assessment reports will be based on age-group findings.

B. All results for each age-group will be described according to:

1. Those things which almost all members of that age group can do;
2. Those things which average members of that age group can do; and
3. Those things which only the most advanced members of that age group can do.

2. The following objectives:

A. All national assessment exercises must be considered important by scholars in the subject area;

B. They must be currently acceptable as educational tasks by schools; and

C. They must be considered desirable by thoughtful lay citizens.

3. The following reporting procedures:

A. Results will be published in terms of performances by groups on specific exercises rather than comparisons among individuals.

B. The reporting of results will prelude the idea that National Assessment will introduce a governmental curriculum, or a method which will compare school districts, cities, states, etc.

C. National Assessment reports will describe in an understandable manner what American youth have learned.

E. The program became operational in July, 1968.

F. In July 1969 the Education Commission of the States became the agency officially responsible for NAEP. This provides National Assessment with a greater accountability to the public rather than to any individual, group, or foundation:

1. The Education Commission of the States is composed of 7 representatives from each member state and territory. The governor, the chief state school officer, a representative from each house of the legislature, and 3 other appointees comprise a state's representation.
2. ECS was formed by the Compact for Education in June, 1966. Its goal is to foster a "working relationship among state governors, legislators and educators for the improvement of education." The initial concept of ECS was proposed by James B. Conant in his book, Shaping Educational Policy.

G. National Assessment has completed data collection for five assessment years.

1. Data have been collected in nine subject areas - Science, Writing, Citizenship, Reading, Literature, Music, Social Studies, Mathematics, and Career and Occupational Development.
2. Science and Writing have been reassessed.
3. Art will be assessed and Reading will be reassessed this year.

H. In January of 1972, a Department of Utilization/Application was established within National Assessment. The department's goals are to:

1. Provide states with assistance in developing their own assessment programs.

2. Encourage the interpretation and use of National Assessment data by professional organizations and other concerned groups.
3. Prepare National Assessment reports which describe the results of each assessment to the ultimate users - educational practitioners, decision makers, teacher trainers and researchers.
4. Disseminate National Assessment reports and materials.